CORRELATION OF THE INFORMATION LITERACY STANDARDS AND INDIANA'S ACADEMIC STANDARDS FOR ENGLISH/LANGUAGE ARTS

Prepared by the
Indiana Department of Education
School Library Media Specialists' Leadership Cadre
Information Literacy Task Force Committee

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ACKNOWLEDGMENTS

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INDIANA INFORMATION LITERACY STANDARDS FOR STUDENT LEARNING

The Indiana Department of Education, Office of Learning Resources, supports the need for the Indiana Academic Standards 2000 to address student library information literacy standards. Charged with this task, the School Library Media Specialists' (SLMS) Cadre Information Literacy Task Force Committee, a collaborative committee of members of the Indiana Department of Education's Technology Leadership School Library Media Specialists and the Association of Indiana Media Educators (AIME), developed a correlation document. It correlates to the Nine Information Literacy Standards developed by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT) into Indiana's Academic Standards for English/Language Arts Standards.

A copy of this document, Correlation of the Information Literacy Standards and the Indiana's English/Language Arts Standards is available at www.doe.state.in.us/olr.

Purpose of the Correlation of Library Information Literacy Standards and Indiana's Academic Standards for English/Language Arts

The mission of the school library program as stated in Information Power: Building Partnerships for Learning (1998) is to "ensure that students and staff are effective users of ideas and information."

The Correlation of the Information Literacy Standards and Indiana's Academic Standards for English/Language Arts identifies the School Library Information Literacy Standards in the newly adopted Indiana's Academic Standards for English/Language Arts. SLMS will use these standards to work cooperatively with the building principals, classroom teachers and other professional staff members to insure that student library information literacy standards are taught through a collaborative effort in all curricular areas.

Indiana Legal Requirements for School Library Media Program
The Indiana Administrative Code, 511 IAC 6.1-5.6 Media Program delineates the minimum requirements for a school library media program:

> Sec. 6. All schools shall have a media program that is an integral part of the educational program. A licensed media specialist shall supervise the media program. Each school shall spend at least eight dollars ($8) per student per year from its 222000 account to maintain its media program. (*Indiana State Board of Education; 511 IAC 6.1-5.6; filed Jan 9, 1989, 11:00 a.m.: 12 IR 1192*)

Relationship Between Reading Improvement and School Library Media Program

The direct relationship between reading improvement and an active school library media program staffed by a licensed professional librarian is substantiated by research studies released within the past two years in Colorado, Pennsylvania, and Alaska. [These published studies include: How School Librarians Help Kids Achieve Standards; the Second Colorado Study (April 2000); Information Empowered; The School Librarian as an Agent of Academic Achievement in Alaska Schools (1999); Measuring Up to the Standards; The Impact of School Library Programs and Information Literacy in Pennsylvania Schools (February 2000).]

A Study of the Differences Between Higher-and Lower-performing Indiana Schools, a study by NCREL commissioned by Superintendent of Public Instruction, Dr. Suellen Reed, was published in February 2000. The study reports one necessary component to increase student performance in lower-performing schools is to "increase student access to instructional and print materials in lower-performing schools, including regular and flexible access to a working library."

In this context, a working school library with flexible access is open during the regular school hours, is staffed by a professional, licensed school library media specialist, and provides for open and easy access by individual students. Using best practices supports the use of collaboratively planned units involving the classroom teacher and the school library media specialist (SLMS). Dr. David V. Loertscher in Reinventing Indiana's School Library In the Age of Technology; A Handbook for Principals and Superintendents states that the library collection shall contain the "right materials for the right learners at the right time in every format available" to support curriculum and recreational reading needs. Through the use of Library Information Literacy Standards, teachers and SLMS work cooperatively to plan, teach, and assess the progress of students' learning.

THE NINE INFORMATION LITERACY STANDARDS FOR STUDENT LEARNING

Information Literacy

The student who is information literate

ILS 1: **accesses information** efficiently and effectively.
ILS 2: **evaluates information** critically and competently.
ILS 3: **uses information** accurately and creatively.

Independent Learning

The student who is an independent learner is information literate and

ILS 4: **pursues information** related to personal interests.
ILS 5: **appreciates** literature and other creative expressions of **information**.
ILS 6: strives for excellence in information seeking and knowledge generation **(generates knowledge).**

Social Responsibility

The student who contributes positively to the learning community and to society is information literate and

ILS 7: **recognizes the importance of information in a democratic society**.
ILS 8**: practices ethical behavior** in regard to information and information technology.
ILS 9: participates effectively in groups to pursue and generate information **(shares and collaborates)**.

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*   **Bold face** on this page indicates shortened phrasing used in listing of Information Literacy standards in the <u>Correlation of the Library Information Literacy Standards and Indiana's Standards for English/Language Arts.</u>

**   "From *Information Power: Building Partnerships for Learning* by American Association of School Librarians and Association for Educational Communications and Technology. Copyright © 1998 American Library Association and Association for Educational Communications and Technology Reprinted by permission of the American Library Association."

READING THE STANDARDS AT EACH GRADE LEVEL

Each English/Language Arts Standard includes the following components to aid teachers in understanding Standards and incorporating them into their instruction.

Standard 1: READING: Word Recognition, Fluency, and Vocabulary Development

Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

Concepts about Print

1.1.1 Match oral words to printed words.

1.1.2 Identify letters, words, and sentences.

1.1.3 Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.

Phonemic Awareness

1.1.4 Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).

1.1.5 Recognize different vowel sounds in orally stated single-syllable words.

1.1.6 Recognize that vowels' sounds can be represented by different letters.

1.1.7 Create and state a series of rhyming words.

1.1.8 Add, delete, or change sounds to change words.

1.1.9 Blend two to four phonemes (sounds) into recognizable words.

Decoding and Word Recognition

1.1.10 Generate the sounds from all the letters and from a variety of letters patterns, including consonant blends and long-and-short-vowel patterns (*a, e, I, o, u*), and blend those sounds into recognizable words.

1.1.11 Read common sight words (words that are often seen and heard).

1.1.12 Use phonic and context clues as self-correcting strategies when reading.

1.1.13 Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).

Title

Description

Indicator

INDICATOR NUMBER	CORRELATION OF THE INFORMATION LITERACY STANDARDS AND INDIANA'S ACADEMIC STANDARDS FOR ENGLISH/LANGUAGE ARTS Release date 2007	ILS 1 ACCESSES INFORMATION	ILS 2 EVALUATES INFORMATION	ILS 3 USES INFORMATION	ILS 4 PURSUES INFORMATION	ILS 5 APPRECIATES INFORMATION	ILS 6 GENERATES KNOWLEDGE	ILS 7 RECOGNIZES IMPORTANCE OF INFO TO DEMOCRATIC SOCIETY	ILS 8 PRACTICES ETHICAL BEHAVIOR	ILS 9 SHARES AND COLLABORATES
	Kindergarten									
	Standard 1: READING: Word Recognition, Fluency, and Vocabulary Development									
	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.									
	Concepts about Print									
K.1.1	Identify the front cover, back cover, and title page of a book.	x	x	x						
K.1.2	Follow words from left to right and from top to bottom on the printed page.	x	x	x						
K.1.3	Understand that printed materials provide information.	x	x	x						
K.1.4	Recognize that sentences in print are made up of separate words.	x	x	x						
K.1.5	Distinguish letters from words.	x	x	x						
K.1.6	Recognize and name all capital and lowercase letters of the alphabet.	x	x	x						
	Phonemic Awareness									
K.1.7	Listen to two or three phonemes (sounds) when they are read aloud, and tell the number of sounds heard, whether they are the same or different, and the order.									
K.1.8	Listen and say the changes in spoken syllables (a word or part of a word that contains one vowel sound) and words with two or three sounds when one sound is added, substituted, omitted, moved, or repeated.									
K.1.9	Listen to and say consonant-vowel-consonant sounds and blend the sounds to make words.									
K.1.10	Say rhyming words in response to an oral prompt.									
K.1.11	Listen to one-syllable words and tell the beginning or ending sounds.									
K.1.12	Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words.									
K.1.13	Count the number of syllables in words.									
	Decoding and Word Recognition									
K.1.14	Match all consonant sounds (mad, red, pin, top sun) to appropriate letters.									
K.1.15	Read one-syllable and high-frequency (often heard) words by sight.									
K.1.16	Use self-correcting strategies when reading simple sentences.									
K.1.17	Read their own names.									
K.1.18	Understand the alphabetic principle, which means that as letters in words change, so do the sounds.	x	x							
K.1.19	Learn and apply knowledge of alphabetical order when using a classroom or school library/media center.	x	x	x						

Code	Description									
	Vocabulary and Concept Development									
K.1.20	Identify and sort common words in basic categories.									
K.1.21	Identify common signs and symbols.	x	x							
K.1.22	Listen to stories read aloud and use the vocabulary in those stories in oral language.	x	x	x	x					x

Standard 2: READING: Reading Comprehension and Analysis of Nonfiction and Informational Text

*Students identify the basic facts and ideas in what they have read, heard, or seen. The selections in the **Indiana Reading List** (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen to and begin to read grade-level-appropriate nonfiction, such as alphabet books; picture books on science, social studies, mathematics and other subjects; and beginners' dictionaries.*

Code	Description									
	Structural Features of Informational and Technical Materials									
K.2.1	Locate the title and the name of the author of a book.	x	x	x						
	Analysis of Grade-Level-Appropriate Nonfiction and Informational Text									
K.2.2	Use pictures and context to aid comprehension and to draw conclusions or make predictions about story contents.	x	x	x						
K.2.3	Generate and respond to questions (*who* , *what* , *where*).	x	x	x						
K.2.4	Identify types of everyday print materials.	x	x	x						
K.2.5	Identify the order (first, last) of information.	x	x	x						

Standard 3: READING: Comprehension and Analysis of Literary Text

*Students listen and respond to stories based on well-known characters, themes, plots (what happens in a story), and settings (where a story takes place). The selections in the **Indiana Reading List** (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen and respond to grade-level-appropriate fiction, such as classic and contemporary stories, Mother Goose nursery rhymes and other poems, songs, folktales, and plays.*

Code	Description									
	Analysis of Grade-Level-Appropriate Literary Text									
K.3.1	Distinguish fantasy from reality.	x	x	x	x					
K.3.2	Retell (beginning, middle, end) familiar stories.	x			x					
K.3.3	Identify characters, settings, and important events in a story.	x	x	x	x					
K.3.4	Identify favorite books and stories.	x	x	x	x					
K.3.5	Understand what is heard or seen by responding to questions (*who, what, where*).		x							

Standard 4: WRITING: Processes and Features

Students discuss ideas and tell stories for someone to write. Students use pictures, letters, and words to write.

Code	Description									
	Organization and Focus									
K.4.1	Discuss ideas to include in a story.	x	x	x						
K.4.2	Tell a story that the teacher or some other person will write.	x	x	x	x	x	x			
K.4.3	Write using pictures, letters, and words.		x	x	x	x				
K.4.4	Write phonetically spelled words (words that are written as they sound) and consonant-vowel-consonant words (demonstrating the alphabetic principle).									
K.4.5	Write by moving from left to right and from top to bottom.									

		C1	C2	C3	C4	C5	C6	C7	C8	C9
	Research Process and Technology									
K.4.6	Ask *how* and *why* questions about a topic of interest.	x	x	x	x		x	x		x
K.4.7	Identify pictures and charts as sources of information and begin gathering information from a variety of sources (books, technology).	x	x	x	x		x	x		
K.4.8	Organize and classify information into categories of how and why or by color or size.	x	x	x	x					

Standard 5: WRITING: Writing Applications (Different Types of Writing and Their Characteristics)

In Kindergarten, students begin to write and draw pictures for specific purposes and for a specific audience (intended reader).

		C1	C2	C3	C4	C5	C6	C7	C8	C9
K.5.1	Draw pictures and write words for a specific reason.		x		x					
K.5.2	Draw pictures and write for specific people or persons.		x		x					

Standard 6: WRITING: Written English Language Conventions

Students begin to learn the written conventions of Standard English

Handwriting

		C1	C2	C3	C4	C5	C6	C7	C8	C9
K.6.1	Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters.									

Spelling

		C1	C2	C3	C4	C5	C6	C7	C8	C9
K.6.2	Spell independently using an understanding of the sounds of the alphabet and knowledge of letter names.									

Standard 7: LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications.

Students listen and respond to oral communication. They speak in clear and coherent sentences. Students deliver brief oral presentations about familiar experiences or interests.

Comprehension

		C1	C2	C3	C4	C5	C6	C7	C8	C9
K.7.1	Understand and follow one- and two-step spoken directions.		x							

Oral Communication

		C1	C2	C3	C4	C5	C6	C7	C8	C9
K.7.2	Share information and ideas, speaking in complete, coherent sentences.		x				x	x		

Speaking Applications

		C1	C2	C3	C4	C5	C6	C7	C8	C9
K.7.3	Describe people, places, things (including their size, color, and shape), locations and actions.		x		x					
K.7.4	Recite short poems, rhymes, and songs.		x	x						
K.7.5	Tell an experience or creative story in a logical sequence (chronological order, first, second, last).		x	x	x	x				x

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	1st Grade									
	Standard 1: READING: Word Recognition, Fluency, and Vocabulary Development									
	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.									
	Concepts about Print									
1.1.1	Match oral words to printed words.	x	x	x						
1.1.2	Identify letters, words, and sentences.	x	x	x						
1.1.3	Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.	x	x	x						
	Phonemic Awareness									
1.1.4	Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).									
1.1.5	Recognize different vowel sounds in orally stated single-syllable words.									
1.1.6	Recognize that vowels' sounds can be represented by different letters.									
1.1.7	Create and state a series of rhyming words.	x	x	x						
1.1.8	Add, delete, or change sounds to change words.									
1.1.9	Blend two to four phonemes (sounds) into recognizable words.									
	Decoding and Word Recognition									
1.1.10	Generate the sounds from all the letters and from a variety of letters patterns, including consonant blends and long-and-short-vowel patterns (*a, e, I, o, u*), and blend those sounds into recognizable words.									
1.1.11	Read common sight words (words that are often seen and heard).									
1.1.12	Use phonic and context clues as self-correcting strategies when reading.									
1.1.13	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).									
1.1.14	Read common word patterns (-ite, -ate).									
1.1.15	Read aloud smoothly and easily in familiar text.	x	x	x						
1.1.19	Identify important signs and symbols, such as stop signs, school crossing signs, or restroom symbols, from the colors, shapes, logos, and letters on the signs or symbols.	x	x	x					x	

	Vocabulary and Concept Development										
1.1.16	Read and understand simple compound words (birthday, anything) and contractions (isn't, aren't, can't, won't).										
1.1.17	Read and understand root words (look) and their inflectional forms (looks, looked, looking).										
1.1.18	Classify categories of words.	x	x	x							

Standard 2: READING: Comprehension and Analysis of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** *(www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 1, in addition to regular classroom reading, students begin to read a variety of nonfiction, such as alphabet books, picture books, books in different subject areas, children's magazines and periodicals, and beginners' dictionaries).*

	Structural Features of Informational Materials										
1.2.1	Identify the title, author, illustrator, and table of contents of a reading selection.	x	x	x							
1.2.2	Identify text that uses sequence or other logical order.	x	x	x							
	Analysis of Grade-Level-Appropriate Nonfiction and Informational Text										
1.2.3	Respond to *who, what, when, where, and how* questions and recognize the main idea of what is read.	x	x	x							x
1.2.4	Follow one-step written instructions.	x		x							
1.2.5	Use context (the meaning of surrounding text) to understand word and sentence meanings.	x	x	x							
1.2.6	Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events, such as *before*, *first*, *during*, *while*, *as*, *at the same time*, *after*, *then*, *next*, *at last*, *finally*, *now*, *when* or cause and effect, such as *because*, *since*, *therefore*, *so*).	x	x	x							x
1.2.7	Relate prior knowledge to what is read.	x	x	x							

Standard 3: READING: Comprehension and Analysis of Literary Text

Students read and respond to a wide variety of children's literature. The selections in the **Indiana Reading List** *(www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 1, students begin to read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.*

	Analysis of Grade-Level-Appropriate Literary Text										
1.3.1	Identify and describe the plot, setting and character (s) in a story. Retell a story's beginning, middle, and ending.	x	x	x			x				
1.3.2	Describe the roles of authors and illustrators.	x	x	x		x	x	x			
1.3.3	Confirm predictions about what will happen next in a story.	x	x	x							
1.3.4	Distinguish fantasy from reality.	x	x	x							
1.3.5	Understand what is read by responding to questions (*who, what, when, where, why, how*).	x	x	x							x

Standard 4: WRITING: Processes and Features

Students discuss ideas for group stories and other writing. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

	Organization and Focus										
1.4.1	Discuss ideas and select a focus for group stories or other writing.	x		x		x	x	x			x

No.	Description									
1.4.2	Use various organizational strategies to plan writing.	x		x		x	x	x		x
	Evaluation and Revision									
1.4.3	Revise writing for others to read.		x		x	x	x			x
	Research Process and Technology									
1.4.4	Begin asking questions to guide topic selection and ask *how* and *why* questions about a topic of interest.	x	x	x	x	x	x	x	x	x
1.4.5	Identify a variety of sources of information (books, online sources, pictures, charts, tables of contents, diagrams) and document the sources (titles)	x	x	x	x	x	x	x	x	x
1.4.6	Organize and classify information by constructing categories on the basis of observation.	x	x	x			x			

Standard 5: WRITING: Writing Applications (Different Types of Writing and Their Characteristics)

At Grade 1, students begin to write compositions that describe and explain familiar objects, events, and experiences. Students use their understanding of the sound of words to write simple rhymes. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlines in Standard 4-Writing Processes and Features. writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

Using the writing strategies of Grade 1 outlined in Standard 4 - Writing Processes and Features, students:

No.	Description									
1.5.1	Write brief narratives (stories) describing an experience.	x	x	x	x	x	x	x	x	x
1.5.2	Write brief expository (informational) descriptions of a real object, person, place or event using sensory detail.	x	x	x	x	x	x	x	x	x
1.5.3	Write simple rhymes.									
1.5.4	Use descriptive words when writing.									
1.5.5	Write for different purposes and to a specific audience or person.	x	x	x	x	x	x	x	x	x

Standard 6: WRITING: Written English Language Conventions

Students write using Standard English conventions appropriate to this grade level.

Handwriting

No.	Description
1.6.1	Print legibly and space letters, words, and sentences appropriately.

Sentence Structure

No.	Description
1.6.2	Write in complete sentences.

Grammar

No.	Description
1.6.3	Identify and correctly use singular and plural nouns (dog/dogs).
1.6.4	Identify and correctly write contractions (isn't, aren't, can't).
1.6.5	Identify and correctly write possessive nouns (cat's meow, girl's dresses) and possessive pronouns (my/mine, his/hers).

Punctuation

No.	Description
1.6.6	Correctly use periods (I am five.), exclamation points (Help!), and question marks (How old are you?) at the end of sentences.

Capitalization

No.	Description
1.6.7	Capitalize the first word of a sentence, names of people, and the pronoun I.

Spelling

No.	Description
1.6.8	Spell correctly three- and four-letter words (can, will) and grade-level-appropriate sight words (red, fish).

	Standard 7: LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications										
	Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). students use the same Standard English conventions for oral speech that they use in their writing.										
	Comprehension										
1.7.1	Listen attentively.	x	x	x							
1.7.2	Ask questions for clarification and understanding.	x	x	x							
1.7.3	Give, restate, and follow simple two-step directions.	x	x	x							
	Organization and Delivery of Oral Communication										
1.7.4	Stay on the topic when speaking.			x		x	x				
1.7.5	Use descriptive words when speaking about people, places, things, and events.										
	Speaking Applications										
1.7.6	Recite poems, rhymes, songs, and stories.		x	x		x	x				x
1.7.7	Retell stories using basic story grammar and relating the sequence of story events by answering *who, what, when, where, why and how* questions.			x		x					x
1.7.8	Relate an important life event or personal experience in a simple sequence.				x	x	x				x
1.7.9	Provide descriptions with careful attention to sensory detail.										
1.7.10	Use visual aids such as pictures and objects to present oral information.	x	x	x		x				x	x

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	2nd Grade									
	Standard 1: READING: Word Recognition, Fluency, and Vocabulary Development									
	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.									
	Phonemic Awareness									
2.1.1	Demonstrate an awareness of the sounds that are made by different letters by distinguishing beginning, middle, and ending sounds in words; rhyming words; and clearly pronouncing blends and vowel sounds.									
	Decoding and Word Recognition									
2.1.2	Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.									
2.1.3	Decode (sound out) regular words with more than one syllable (dinosaur, vacation).									
2.1.4	Recognize common abbreviations (Jan., Fri.). **INSPIRE>Links>Kids Links>Fact Monster**	x	x	x						
2.1.5	Identify and correctly use regular plural words (mountain/mountains) and irregular plural words (child/children, mouse/mice). **INSPIRE>Links>Kids Links>Fact Monster**									
2.1.6	Read aloud fluently and accurately with appropriate changes in voice and expression.	x				x				
2.1.11	Know and use common word families (such as -*ale*, -*est*, -*ine*, -*ock*, -*ump*) when reading unfamiliar words.	x		x			x			
	Vocabulary and Concept Development									
2.1.7	Understand and explain common antonyms (words with opposite meanings) and synonyms (words with the same meaning). **INSPIRE>Links>Kids Links>4 Kids Site**									
2.1.8	Use knowledge of individual words to predict the meaning of unknown compound words (lunchtime, lunchroom, daydream, raindrop).									
2.1.9	Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).									
2.1.10	Identify simple multiple-meaning words (change, duck).									

		C1	C2	C3	C4	C5	C6	C7	C8	C9
	Standard 2: READING: Comprehension and Analysis of Nonfiction and Informational Text									
	Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** *(www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 2, in addition to regular classroom reading, students read a variety of nonfiction, such as books in many different subject areas, children's magazines and periodicals, dictionaries, and other reference or technical materials).*									
	Structural Features of Informational and Technical Materials									
2.2.1	Use titles, table of contents, and chapter headings to locate information in text.	x	x	x					x	
2.2.11	Identify text that uses sequence or other logical order (alphabetical order or time).	x	x	x						
	Analysis of Grade-Level-Appropriate Nonfiction and Informational Text									
2.2.2	State the purpose for reading.	x	x	x		x	x			
2.2.3	Use knowledge of the author's purpose (s) to comprehend informational text.	x	x	x		x	x			
2.2.4	Ask and respond to questions (*when, who, where, why, what if, how*) to aid comprehension about important elements of informational texts.	x	x	x			x			
2.2.5	Restate facts and details or summarize the main idea in the text to clarify and organize ideas.	x	x	x			x			
2.2.6	Recognize cause-and-effect relationships in a text.	x	x	x			x			
2.2.7	Interpret information from diagrams, charts, and graphs. **INSPIRE>Links>Kids Links>Games>Kidsclick**	x	x	x			x			
2.2.8	Follow two-step written instructions.			x						
2.2.9	Use context (the meaning of the surrounding text) to understand word and sentence meanings.									
2.2.10	Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events, such as *before*, *first*, *during*, *while*, *as*, *at the same time*, *after*, *then*, *next*, *at last*, *finally*, *now*, *when* or cause and effect, such as *because*, *since*, *therefore*, *so*).									
	Standard 3: READING: Comprehension and Analysis of Literary Text									
	Students read and respond to a wide variety of significant works of children's literature. The selections in the **Indiana Reading List** *(www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 2, students read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.*									
	Analysis of Grade-Level-Appropriate Nonfiction and Informational Text									
2.3.1	Compare plots, settings, and characters presented by different authors.	x	x	x		x	x			
2.3.2	Create different endings to stories and identify the problem and the impact of the different ending.	x	x	x	x	x	x	x		x
2.3.3	Compare and contrast versions of same stories from different cultures.	x	x	x		x	x	x		x
2.3.4	Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds) in poetry or fiction. **INSPIRE>Databases>Primary Search (alliteration)**	x	x	x		x	x			
2.3.5	Confirm predictions about what will happen next in a story.		x	x		x	x			
2.3.6	Recognize the difference between fantasy and reality.		x	x		x	x			
2.3.7	Identify the meaning or lesson of a story.		x	x			x			
	Standard 4: WRITING: Writing Processes and Features									
	Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.									
	Organization and Focus									

#	Description									
2.4.1	Create a list of ideas for writing.	x	x	x	x	x	x			
2.4.2	Organize related ideas together to maintain a consistent focus.	x	x	x		x	x			
	Research Process and Technology									
2.4.3	Find ideas for writing stories and descriptions in pictures or books.	x		x				x	x	
2.4.4	Understand the purposes of various reference materials (such as a dictionary;, a thesaurus, and an atlas).	x	x	x	x	x	x			
2.4.5	Use a computer to draft, revise, and publish writing.			x					x	
	Evaluation and Revision									
2.4.6	Review, evaluate, and revise writing for meaning and clarity.			x		x	x	x		
2.4.7	Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.			x		x	x	x		x
2.4.8	Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail.									

Standard 5: WRITING: Writing Applications (Different Types of Writing and Their Characteristics)

At Grade 2, students are introduced to letter writing. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Students continue to write simple rhymes and poems. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 - Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, Grade 2 students use the writing strategies outlined in Standard 4 - Writing Processes and Features to:

#	Description									
2.5.1	Write brief narratives based on experiences that:									
	move through a logical sequence of events (chronological order, order of importance).			x			x		x	x
	describe the setting, characters, objects, and events in detail.			x			x		xx	
2.5.2	Write a brief description of a familiar object, place, or event that:	x	x	x	x		x		x	x
	develops a main idea.									
	uses details to support the main idea.									
2.5.3	Write a friendly letter complete with the date, salutation (greeting, such as *Dear Mr. Smith*), body, closing, and signature. **INSPIRE>Links>Kids Links>Games>Kids Click**		x	x			x		x	x
2.5.4	Write rhymes and simple poems.		x				x		x	x
2.5.5	Use descriptive words when writing.									
2.5.6	Write for different purposes and to a specific audience or person.	x	x	x	x	x	x	x	x	x
2.5.7	Write responses to literature that:									
	demonstrate an understanding of what is read.		x	x			x		x	x
	support statements with evidence from the text.	x	x	x			x		x	x
	Research Application									
2.5.8	Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:	x	x	x	x	x	x	x	x	x
	uses a variety of resources (books, technology, pictures, charts, tables of contents, diagrams) and documents sources (titles and authors).	x	x	x	x	x	x		x	x
	organizes information by categorizing it into single categories (such as size or color) or includes information gained through observation.		x	x	x	x	x		x	x

Standard 6: WRITING: Written English Language Conventions

Students write using Standard English conventions appropriate to this grade level.

	Handwriting										
2.6.1	Form letters correctly and space words and sentences properly so that writing can be read easily by another person.										
	Sentence Structure										
2.6.2	Distinguish between complete (*When Tom hit the ball, he was proud.*) and incomplete sentences (*When Tom hit the ball.*).										
2.6.3	Use the correct word order in written sentences.										
	Grammar										
2.6.4	Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make a statement). **INSPIRE>Databases>Primary Search**										
	Punctuation										
2.6.5	Use commas in the greeting (*Dear Sam,*) and closure of a letter (*Love,* or *Your friend,*) and with dates (*March 22, 2000*) and items in a series (*Tony, Steve, and Bill*).										
2.6.6	Use quotation marks correctly to show that someone is speaking.										
	Capitalization										
2.6.7	Capitalize all proper nouns (names of specific people or things, such as *Mike, Indiana, Jeep*), words at the beginning of sentences and greetings, months and days of the week, and titles (*Dr., Mr., Mrs., Miss*) and initials of people.										
	Spelling										
2.6.8	Spell correctly words like *was, were, says, said, who, what, why*, which are used frequently but do not fit common spelling patterns.										
2.6.9	Spell correctly words with short and long vowel sounds (*a, e, I, o, u*), *r*-controlled vowels (*ar, er, ir, or, ur*), and consonant-blend patterns (*bl, dr, st*).										
	Standard 7: LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications.										
	Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a point of view or thesis statement. Students use the same Standard English conventions for oral speech that they use in their writing.										
	Comprehension										
2.7.1	Determine the purpose or purposes of listening (such as to obtain information, to solve problems, or to enjoy humor).	x	x	x			x			
2.7.2	Ask for clarification and explanation of stories and ideas.	x	x	x			x			
2.7.3	Paraphrase (restate in own words) information that has been shared orally by others.	x		x			x			x
2.7.4	Give and follow simple three- and four-step oral directions.			x			x			x
	Organization and Delivery of Oral Communication										
2.7.5	Organize presentations to maintain a clear focus.			x			x			
2.7.6	Speak clearly and at an appropriate pace for the type of communication (such as an informal discussion or a report to class).			x						x
2.7.7	Tell experiences in a logical order (chronological order, order of importance, spatial order).			x			x			x
2.7.8	Retell stories, including characters, setting, and plot.			x		x	x			x

2.7.9	Report on a topic with supportive facts and details	x	x	x			x	x	x	x
2.7.12	Use descriptive words when speaking about people, places, things, and events.		x	x		x	x		x	x
	Speaking Applications									
2.7.10	Recount experiences or present stories that:	x	x	x		x	x		x	x
	move through a logical sequence of events (chronological order, order of importance, spatial order).		x	x			x			
	describe story elements including characters, plot, and setting.									
2.7.11	Report on a topic with facts and details, drawing from several sources of information.	x	x	x	x	x	x	x	x	x
2.7.13	Recite poems, rhymes, songs, and stories.		x	x	x	x	x			
2.7.14	Provide descriptions with careful attention to sensory detail.		x	x	x		x			

INDICATOR NUMBER	CORRELATION OF THE INFORMATION LITERACY STANDARDS AND INDIANA'S ACADEMIC STANDARDS FOR ENGLISH/LANGUAGE ARTS Release date 2007	ILS 1 ACCESSES INFORMATION	ILS 2 EVALUATES INFORMATION	ILS 3 USES INFORMATION	ILS 4 PURSUES INFORMATION	ILS 5 APPRECIATES INFORMATION	ILS 6 GENERATES KNOWLEDGE	ILS 7 RECOGNIZES IMPORTANCE OF INFO TO DEMOCRATIC SOCIETY	ILS 8 PRACTICES ETHICAL BEHAVIOR	ILS 9 SHARES AND COLLABORATES
	3rd Grade									
	Standard 1: READING: Word Recognition, Fluency, and Vocabulary Development									
	Students understand the basic features of words. They select letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, word parts (un-, -ful), and context (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.									
	Decoding and Word Recognition									
3.1.1	Know and use more difficult word families (-*ight*) when reading unfamiliar words.									
3.1.2	Read words with several syllables.									
3.1.3	Read aloud grade-level-appropriate literary and informational texts fluently and accurately and with appropriate timing, change in voice, and expression.	x					x			
	Vocabulary and Concept Development									
3.1.4	Determine the meanings of words using knowledge of antonyms (words with opposite meaning), synonyms (words with the same meaning), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings). **INSPIRE>Links>Kids Links>4 Kids Site**									
3.1.5	Demonstrate knowledge of grade-level-appropriate words to speak specifically about different issues.									
3.1.6	Use sentence and word context to find the meaning of unknown words.									
3.1.7	Use a dictionary to learn the meaning and pronunciation of unknown words.	x	x	x			x	x		
3.1.8	Use knowledge of prefixes (word parts added at the beginning of words such as *un-, pre-*) and suffixes (word parts added at the end of words such as *-er, -ful, -less*) to determine the meaning of words. **INSPIRE>Databases>Primary Search**									
3.1.9	Identify more difficult multiple-meaning words (such as *puzzle* or *fire*).									

		Standard 2: READING: Comprehension and Analysis of Nonfiction and Informational Text									
		*Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 3, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, books in many subject areas, children's magazines and periodicals, and reference and technical materials.*									
		Structural Features of Informational and Technical Materials									
3.2.1		Use titles, table of contents, chapter headings, a glossary, or an index to locate information in text.	x	x	x			x		x	
		Analysis of Grade-Level-Appropriate Nonfiction and Informational Text									
3.2.2		Ask questions and support answers by connecting prior knowledge with literal information from the text.	x	x	x			x			
3.2.3		Show understanding by identifying answers in the text.	x	x	x			x			
3.2.4		Recall major points in the text and make and revise predictions about what is read.	x	x	x			x			
3.2.5		Distinguish the main idea and supporting details in expository (informational) text.	x	x	x			x			
3.2.6		Locate appropriate and significant information from the text, including problems and solutions.	x	x	x			x			
3.2.7		Follow simple multiple-step written instructions.	x	x	x						
3.2.8		Distinguish between cause and effect and between fact and opinion in informational text. **INSPIRE>Databases>Primary Search**	x	x	x			x			
3.2.9		Identify text that uses sequence or other logical order (alphabetical, time, categorical).	x	x	x			x			
		Standard 3: READING: Comprehension and Analysis of Literary Text									
		*Students read and respond to a wide variety of significant works of children's literature. The selections in the **Indiana Reading List** (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 3, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.*									
		Structural Features of Literature									
3.3.1		Recognize different common genres (types) of literature, such as poetry, drama, fiction, and nonfiction.		x	x		x	x	x		
		Analysis of Grade-Level-Appropriate Literary Text									
3.3.2		Comprehend basic plots of classic fairy tales, myths, folktales, legends and fables from around the world.		x	x		x	x	x		
3.3.3		Determine what characters are like by what they say or do and by how the author or illustrator portrays them.		x	x		x	x			
3.3.4		Determine the theme or author's message in fiction and nonfiction text.		x	x		x	x			
3.3.5		Recognize that certain words and rhythmic patterns can be used in a selection to imitate sound.		x	x		x	x			
3.3.6		Identify the speaker or narrator in a selection.		x	x		x	x			
3.3.7		Compare and contrast versions of the same stories from different cultures.		x			x	x			
3.3.8		Identify the problem and solutions in a story.	x	x				x			
		Standard 4: WRITING: Writing Processes and Features									
		Students find and discuss ideas for writing and keep a list of writing ideas. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.									
		Organization and Focus									
3.4.1		Find ideas for writing stories and descriptions in conversations with others, and in books, magazines, school textbooks, or on the Internet.	x	x	x	x	x	x	x	x	x

3.4.2	Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.	x	x	x	x	x	x	x	x	x
3.4.3	Create single paragraphs with topic sentences and simple supporting facts and details.			x	x	x	x	x	x	x
	Research Process and Technology									
3.4.4	Use various reference materials (such as a dictionary, thesaurus, atlas, encyclopedia, and online resources). **INSPIRE>Links>Reference>Merriam Webster Dictionary and Thesaurus**	x	x	x	x	x	x	x	x	x
3.4.5	Use a computer to draft, revise, and publish writing.							x		x	
	Evaluation and Revision									
3.4.6	Review, evaluate, and revise writing for meaning and clarity.			x		x	x	x	x	
3.4.7	Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.			x		x	x	x	x	x
3.4.8	Revise writing for others to read, improving the focus and progression of ideas.			x		x	x	x	x	x
3.4.9	Organize related ideas together within a paragraph to maintain a consistent focus.	x	x	x		x	x		x	
	Standard 5: WRITING: Writing Applications (Different Types of Writing and Their Characteristics)									
	At Grade 3, students continue to write compositions that describe and explain familiar objects, events, and experiences. Students write both informal and formal letters. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 - Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.									
	In addition to producing the different writing forms introduced in earlier grades, Grade 3 students use the writing strategies outlined in Standard 4 - Writing Processes and Features to:									
3.5.1	Write narratives that:			x			x	x	x	x
	provide a context within which an action takes place.	x	x	x	x	x	x	x	x	x
	include details to develop the plot.	x	x	x	x	x	x	x	x	x
3.5.2	Write descriptive pieces about people, places, things, or experiences that:	x	x	x	x	x	x	x	x	x
	develop a unified main idea.	x	x	x						
	use details to support the main idea.	x	x	x						
3.5.3	Write personal, persuasive, and formal letters, thank-you notes, and invitations that: **INSPIRE>Links>Kids Links>Games>Kids Click**	x	x	x	x	x	x	x	x	x
	show awareness of the knowledge and interests of the audience and establish a purpose and context.									
	include the date, proper salutation, body, closing, and signature.									
3.5.4	Used varied word choices to make writing interesting.									
3.5.5	Write for different purposes and to a specific audience or person.	x	x	x	x	x	x	x	x	x
3.5.6	Write persuasive pieces that ask for an action or response.	x	x	x		x	x		x	x
3.5.7	Write responses to literature that:									
	demonstrate an understanding of what is read.	x	x	x		x	x			
	support statements with evidence from the text.	x	x	x		x	x			
	Research Application									

Code	Description									
3.5.8	Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:	x	x	x	x	x	x	x	x	x
	uses a variety of sources (books, technology, pictures, charts, tables of contents, diagrams) and documents sources (titles and authors).	x	x	x	x	x	x	x	x	x
	organizes information by categorizing it into more than one category (such as living and nonliving, hot and cold) or includes information gained through observation.	x	x	x	x	x	x	x	x	x
	Standard 6: WRITING: Written English Language Conventions									
	Students writing using Standard English conventions appropriate to this grade level.									
	Handwriting									
3.6.1	Write legibly in cursive, leaving space between letters in a word, between words in a sentence, and between words and the edges of the paper.									
	Sentence Structure									
3.6.2	Write correctly complete sentences of statement, command, question, or exclamation, with final punctuation.									
	Declarative: *This tastes very good.*									
	Imperative: *Please take your seats.*									
	Interrogative: *Are we there yet?*									
	Exclamatory: *It's a home run!*									
	Grammar									
3.6.3	Identify and use subjects and verbs that are in agreement (*we are* instead of *we is*).									
3.6.4	Identify and use past (*he danced*), present (*he dances*), and future (*he will dance*) verb tenses properly in writing.									
3.6.5	Identify and correctly use pronouns (*it, him, her*), adjectives (*brown eyes, two younger sisters*), compound nouns (*summertime, snowflakes*), and articles (*a, an, the*) in writing.									
	Punctuation									
3.6.6	Use commas in dates (*August 15, 2001*), locations (*Fort Wayne, Indiana*), and addresses (*431 Coral Way, Miami, FL*), and for items in a series (*football, basketball, soccer, and tennis*). **INSPIRE>Links>Kids Links>Games>Kids Click**									
	Capitalization									
3.6.7	Capitalize correctly geographical names, holidays, historical periods, and specials events (*We always celebrate the Fourth of July by gathering at Mounds State Park in Anderson, Indiana*).									
	Spelling									
3.6.8	Spell correctly one-syllable words that have blends (*wa lk, pl ay, or bl e nd*), contractions (*isn't, can't*), compounds, common spelling patterns (*qu-*, changing *win to winning,* and changing the ending of a word from *-y* to *-ies* to make plural, such as *cherry/cherries*), and common homophones (words that sound the same but have different spellings, such as *hair-hare*).									
3.6.9	Arrange words in alphabetical order.									

	Standard 7: LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications										
	Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.										
	Comprehension										
3.7.1	Retell, paraphrase, and explain what a speaker has said.		x	x		x	x				
3.7.2	Connect and relate experiences and ideas to those of a speaker.		x	x		x	x				
3.7.3	Answer questions completely and appropriately.		x	x		x					
3.7.4	Identify the musical elements of literary language, such as rhymes, repeated sounds, and instances of onomatopoeia (naming something by using a sound associated with it, such as *hiss* or *buzz*).		x			x					
3.7.15	Follow three- and four-step oral directions.	x	x	x							
	Organization and Delivery of Oral Communication										
3.7.5	Organize ideas chronologically (in the order that they happened) or around major points of information.		x	x		x					
3.7.6	Provide a beginning, a middle, and an end to oral presentations, including details that develop a central idea.		x	x		x					x
3.7.7	Use clear and specific vocabulary to communicate ideas and establish the tone.		x	x		x					x
3.7.8	Clarify and enhance oral presentations through the use of appropriate props, including objects, pictures, and charts.		x	x		x	x				x
3.7.9	Read prose and poetry aloud with fluency, rhythm, and timing, using appropriate changes in the tone of voice to emphasize important passages of the text being read.		x	x		x					x
	Analysis and Evaluation of Oral and Media Communications										
3.7.10	Compare ideas and points of view expressed in broadcast, print media, or the Internet.		x	x		x	x	x			
3.7.11	Distinguish between the speaker's opinions and verifiable facts.		x	x			x				
3.7.16	Evaluate different evidence (facts, statistics, quotes, testimonials) used to support claims.		x			x					
	Speaking Applications										
3.7.12	Make brief narrative presentations that:										
	provide a context for an event that is the subject of the presentation.		x	x	x	x	x			x	x
	provide insight into why the selected event should be of interest to the audience.		x	x	x	x	x			x	x
	include well-chosen details to develop characters, setting, and plot that has a beginning, middle, and end.	x	x	x	x	x	x				
3.7.13	Plan and present dramatic interpretations of experiences, stories, poems or plays.	x	x	x	x	x	x	x			x
3.7.14	Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	x	x	x	x	x	x	x			x

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	4th Grade									
	Standard 1: READING: Word Recognition, Fluency, and Vocabulary Development									
	Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (un-, re-, -est, -ful), and context (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.									
	Word Recognition									
4.1.1	Read aloud grade-level-appropriate literary and informational texts with fluency and accuracy and with appropriate timing, changes in voice, and expression.	x				x				
	Vocabulary and Concept Development									
4.1.2	Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meaning), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expressions, such as *couch potato*) to determine the meaning of words and phrases. **INSPIRE>Links>Kids Links>Games>Kids Click**									
4.1.3	Use knowledge of root words (*nation, national, nationality*) to determine the meaning of unknown words within a passage.									
4.1.4	Use common roots (*meter = measure*) and word parts (*therm = heat*) derived from Greek and Latin to analyze the meaning of complex words (*thermometer*).									
4.1.5	Use a thesaurus to find related words and ideas. **INSPIRE>Links>Reference>Merriam Webster Dictionary and Thesaurus**	x	x	x			x	x		
4.1.6	Distinguish and interpret words with multiple meanings (*quarters*) by using context clues (the meaning of the text around a word).									
4.1.7	Use context to determine the meaning of unknown words.									

Std	Description	1	2	3	4	5	6	7	8	9
	Standard 2: READING: Comprehension and Analysis of Nonfiction and Informational Text									
	Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** *(www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 4, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, books in many different subject areas, magazines and periodicals, reference and technical materials, and online information.*									
	Structural Features of Informational and Technical Materials									
4.2.1	Use the organization of informational text to strengthen comprehension.	x	x	x		x	x			
4.2.8	Identify informational texts written in narrative form (sometimes with undeveloped characters and minimal dialogue) using sequence or chronology.	x	x	x			x			
	Analysis of Grade-Level-Appropriate Nonfiction and Informational Text									
4.2.2.	Use appropriate strategies when reading for different purposes.	x	x	x		x	x			
4.2.3	Draw conclusions or make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations.	x	x	x		x	x			
4.2.4	Evaluate new information and hypotheses (statements of theories or assumptions) by testing them against known information and ideas.	x	x	x		x	x			
4.2.5	Compare and contrast information on the same topic after reading several passages or articles.	x	x	x		x	x			
4.2.6	Distinguish between cause and effect and between fact and opinion in informational text.	x	x	x		x	x			
4.2.7	Follow multiple-step instructions in a basic technical manual.			x			x			
4.2.9	Recognize main ideas and supporting details presented in expository (informational texts).	x	x				x			
	Standard 3: READING: Comprehension and Analysis of Literary Text									
	Students read and respond to a wide variety of significant works of children's literature. The selections in the **Indiana Reading List** *(www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 4, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.*									
	Structural Features of Literature									
4.3.1	Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and other tales.		x	x		x	x			
	Analysis of Grade-Level-Appropriate Literary Text									
4.3.2	Identify the main events of the plot, including their causes and the effects of each event on future actions, and the major theme from the story action.		x	x		x	x			
4.3.3	Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions.		x	x		x	x			
4.3.4	Compare and contrast tales from different cultures by tracing the adventures of one character type. Tell why there are similar tales in different cultures.		x	x		x	x	x		

4.3.5	Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works. **INSPIRE>Databases>Primary Search**									
	Simile: a comparison that uses like or as									
	Metaphor: an implied comparison									
	Hyperbole: an exaggeration for effect									
	Personification: a description that represents a thing as a person									
4.3.6	Determine the theme.		x	x			x			
4.3.7	Identify the narrator in a selection and tell whether the narrator or speaker is involved in the story.	x	x	x		x	x			

Standard 4: WRITING: Writing Processes and Features

Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

Organization and Focus

4.4.1	Discuss ideas for writing. Find ideas for writing in conversations with others and in books, magazines, newspapers, school textbooks, or on the Internet. Keep a list or notebook of ideas.	x	x	x	x	x	x	x	x	x
4.4.2	Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements for a piece of writing.	x	x	x	x	x	x	x	x	x
4.4.3	Write informational pieces with multiple paragraphs that:		x			x				x
	provide an introductory paragraph.									
	establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.									
	include supporting paragraphs with simple facts, details, and explanations.									
	present important ideas or events in sequence or in chronological order.									
	provide details and transitions to link paragraphs.									
	conclude with a paragraph that summarizes the points.									
	use correct indention at the beginning of paragraphs. **INSPIRE>Links>Kids Links>Games>Kids Click**									
4.4.4	Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and posing and answering a question.	x		x		x	x			

Research Process and Technology

4.4.5	Quote or paraphrase information sources, citing them appropriately.		x				x	x	x	
4.4.6	Locate information in reference texts by using organizational features, such as prefaces and appendixes.	x	x	x	x			x		
4.4.7	Use multiple reference materials and online information (the Internet) as aids to writing.	x	x	x	x			x	x	
4.4.8	Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.	x	x	x			x	x	x	
4.4.9	Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer terminology.		x			x		x		

Evaluation and Revision

4.4.10	Review, evaluate, and revise writing for meaning and clarity.		x		x	x	x	x		
4.4.11	Proofread one's own writing, as well as that of others, using an editing checklist or set or rules, with specific examples of corrections of frequent errors.		x		x	x	x	x		
4.4.12	Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.		x		x	x	x	x		

		Standard 5: WRITING: Writing Applications (Different Types of Writing and Their Characteristics)									
		At Grade 4, students are introduced to writing informational reports and responses to literature. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 - Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.									
		In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 4 students use the writing strategies outlined in Standard 4 - Writing Processes and Features to:									
4.5.1		Write narratives that:									
		include ideas, observations, or memories of an event or experience.	x	x	x	x	x	x		x	
		provide a context to allow the reader to imagine the world of the event or experience.		x	x	x	x	x			
		use concrete sensory details.		x			x				
4.5.2		Write responses to literature that:									
		demonstrate an understanding of a literary work.		x	x	x	x	x	x	x	x
		support statements with evidence from the text.	x	x	x			x			
		Research Application									
4.5.3		Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:	x	x	x	x	x	x	x	x	x
		includes information from a variety of sources (books, technology, multimedia) and documents sources (titles and authors).	x	x	x	x	x	x	x	x	x
		demonstrates that information that has been gathered has been summarized.		x	x			x		x	x
		organizes information by categorizing it into multiple categories (such as solid, liquid, and gas or reduce, reuse, and recycle) or includes information gained through observation.		x	x			x		x	x
4.5.4		Write summaries that contain the main ideas of the reading selection and the most significant details.	x	x	x		x	x			x
4.5.5		Use varied word choices to make writing interesting.									
4.5.6		Write for different purposes (information, persuasion, description) and to a specific audience or person.	x	x	x	x	x	x	x	x	x
		Standard 6: WRITING: Written English Language Conventions									
		Students write using Standard English conventions appropriate to this grade level.									
		Handwriting									
4.6.1		Write smoothly and legibly in cursive, forming letters and words that can be read by others.									
		Sentence Structure									
4.6.2		Use simple sentences (*Dr. Vincent Stone is my dentist.*) and compound sentences (*His assistant cleans my teeth, and Dr. Stone checks for cavities.*) in writing.									

4.6.3	Create interesting sentences, by using words that describe, explain, or provide additional details and connections, such as verbs, adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions. **INSPIRE>Links>Kids Links>Games>Kids Click; INSPIRE>Links>Kids Links>Fact Monster**										
		Verbs: *We strolled by the river.*	x	x	x			x			
		Adjectives: *brown eyes, younger sisters*									
		Adverbs: We walked *slowly* .									
		Appositives: noun phrases that function as adjectives, such as *We played the Cougars, the team from Newport* .									
		Participial phrases: verb phrases that function as adjectives, such as *The man walking down the street saw the delivery truck.*									
		Prepositional phrases: *in the field, across the room, over the fence*									
		Conjunctions: *and, or, but*									
	Grammar										
4.6.4	Identify and use in writing regular verbs (*live/lived, shout/shouted*) and irregular verbs (*swim/swam, ride/rode, hit/hit*), adverbs (*constantly, quickly*), and prepositions (*through, beyond, between)* .										
	Punctuation										
4.6.5	Use parentheses to explain something that is not considered of primary importance to the sentence, commas in direct quotations (*He said, "I'd be happy to go."*), apostrophes in contractions (*can't, didn't, won't*).										
4.6.6	Use underlining, quotation marks, or italics to identify titles of documents.										
	When writing by hand or by computer, use quotation marks to identify the titles of articles, short stories, poems, or chapters of books.										
	When writing on a computer *italicize* the following, when writing by hand underline them: the titles of books, names of newspapers, and magazines, works of art, and musical compositions.										
	Capitalization										
4.6.7	Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.										
	Spelling										
4.6.8	Spell correctly roots (bases of words, such as *un necessary , coward ly*), inflections (words like *care/care ful /car ing* or words with more than one acceptable spelling like *advisor/adviser*), suffixes and prefixes (*-ly, -ness, mis-, un-*), and syllables (word parts each containing a vowel sound, such as *surprise* or *ecology*).										
	Standard 7: LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications										
	Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.										
	Comprehension										
4.7.1	Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.		x	x			x			x
4.7.2	Summarize major ideas and supporting evidence presented in spoken presentations…		x	x			x			x

4.7.3	Identify how language usage (sayings and expressions) reflects regions and cultures.		x	x			x	x			x
4.7.4	Give precise directions and instructions.		x	x			x				x
4.7.15	Connect and relate experiences and ideas to those of a speaker.		x	x		x	x			x	x
	Organization and Delivery of Oral Communication										
4.7.5	Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details.		x	x	x	x	x				x
4.7.6	Use logical structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.		x	x		x	x				x
4.7.7	Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.		x	x		x	x				x
4.7.8	Use details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.		x	x	x	x	x				x
4.7.9	Engage the audience with appropriate words, facial expressions, and gestures.			x	x	x	x				x
	Analysis and Evaluation of Oral and Media Communications										
4.7.10	Evaluate the role of the media in focusing people's attention on events and in forming their opinions on issues.	x	x	x	x	x	x	x		x	x
4.7.16	Distinguish between the speaker's opinions and verifiable facts. **INSPIRE>Databases>Primary Search**		x	x			x				
	Speaking Applications										
4.7.11	Make narrative presentations that:										
	relate ideas, observations, or memories about an event or experience.	x	x	x	x	x	x			x	x
	provide a context that allows the listener to imagine the circumstances of the event or experience.			x	x	x	x	x		x	x
	provide insight into why the selected event or experience should be of interest to the audience.		x	x	x	x	x				
4.7.12	Make informational presentations that:										
	focus on one main topic.	x	x	x	x	x	x	x		x	x
	include facts and details that help listeners to focus.		x	x			x			x	
	incorporate more than one source of information (including speakers, books, newspapers, television broadcasts, radio reports, or Web sites).		x	x	x	x	x	x		x	x
4.7.13	Deliver oral summaries of articles and books that contain the main ideas of the event or articles and the most significant details.	x	x	x		x	x				x
4.7.17	Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	x	x	x	x	x	x	x		x	x

		CORRELATION OF THE INFORMATION LITERACY STANDARDS AND INDIANA'S ACADEMIC STANDARDS FOR ENGLISH/LANGUAGE ARTS Release date 2007	ILS 1 ACCESSES INFORMATION	ILS 2 EVALUATES INFORMATION	ILS 3 USES INFORMATION	ILS 4 PURSUES INFORMATION	ILS 5 APPRECIATES INFORMATION	ILS 6 GENERATES KNOWLEDGE	ILS 7 RECOGNIZES IMPORTANCE OF INFO TO DEMOCRATIC SOCIETY	ILS 8 PRACTICES ETHICAL BEHAVIOR	ILS 9 SHARES AND COLLABORATES
		5th Grade									
		Standard 1: READING: Word Recognition, Fluency, and Vocabulary Development									
		Students use their knowledge of word parts and word relationships, as well as context (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.									
		Word Recognition									
	5.1.1	Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression. **INSPIRE>Links>Education>Teachers and Professional Information>Online Poetry Classroom**	x		x		x				
		Vocabulary and Concept Development									
	5.1.2	Use word origins to determine the meaning of unknown words.	x	x							
	5.1.3	Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meaning), and homographs (words that are spelled the same but have different meanings). **INSPIRE>Links>Kids Links>Merriam-Webster Online Dictionary and Thesaurus**	x	x	x						
	5.1.4	Know less common roots (*graph = writing, logos = the study of*) and word parts (*auto = self, bio = life*) from Greek and Latin and use this knowledge to analyze the meaning of complex words (*autograph, autobiography, biography, biology*).		x							
	5.1.5	Understand and explain the figurative use of words in similes (comparisons that use *like* or *as: The stars were like a million diamonds in the sky.*) and metaphors (implied comparisons: *The stars were brilliant diamonds in the night sky.*).		x	x						
	5.1.6	Understand unknown words by using word, sentence, and paragraph clues to determine meaning.		x							
		Standard 2: READING: Comprehension and Analysis of Nonfiction and Informational Text									
		Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** *(www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 5, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, books in many different subject areas, magazines and periodicals, reference and technical materials, and online information.*									
		Structural Features of Informational and Technical Materials									

		Description									
5.2.1		Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organizations, to find information and support understanding. **INSPIRE>Indiana Facts, Maps & Stats>Maps**	x	x	x			x		x	
5.2.2		Analyze text that is organized in sequential or chronological order.	x	x	x			x		x	
		Analysis of Grade-Level-Appropriate Nonfiction and Informational Text									
5.2.3		Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.	x	x	x		x	x			
5.2.4		Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	x	x	x			x			x
5.2.6		Follow multiple-step instructions in a basic technical manual. **INSPIRE>Links>Kids Links>How Stuff Works Express**			x						
		Expository (Informational) Critique									
5.2.5		Distinguish among facts, supported inferences, evidence, and opinions in text.	x	x	x			x			
		Standard 3: READING: Comprehension and Analysis of Literary Text									
		Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the **Indiana Reading List** *(www.doe.state.in.us/standards/readinglist.html), which illustrate the quality and complexity of the materials to be read by students. At Grade 5, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.* **INSPIRE>Links>Education>Teachers and Professional Information>ReadWriteThink**									
		Structural Features of Literature									
5.3.1		Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.	x	x	x	x	x	x	x	x	
		Analysis of Grade-Level-Appropriate Literary Text									
5.3.2		Identify the main problem or conflict of the plot and explain how it is resolved.		x	x		x	x			
5.3.3		Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.		x	x		x	x			x
5.3.4		Understand that *theme* refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly.		x	x		x	x	x		
5.3.5		Describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.		x	x		x	x			
		Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.									
		Imagery: the use of language to create vivid pictures in the reader's mind.									
		Metaphor: an implied comparison in which a word or phrase is used in place of another, such as *He was drowning in money.*									
5.3.8		Identify the speaker or narrator in a selection and tell whether the speaker or narrator is a character involved in the story.	x	x	x			x			x
		Literary Criticism									
5.3.6		Evaluate the meaning of patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.	x	x	x			x	x		
5.3.7		Evaluate the author's use of various techniques to influence readers' perspectives.		x	x		x	x			

Standard 4: WRITING: Writing Processes and Features

Students discuss and keep a list of ideas for writing. They use graphic organizers. Students write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing. **INSPIRE>Links>Education>Teachers and Professional Information>ReadWriteThink**

Organization and Focus

No.	Indicator									
5.4.1	Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	x	x	x			x		x	x
5.4.2	Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.			x						x
5.4.3	Write informational pieces with multiple paragraphs that:			x			x		x	x
	present important ideas or events in sequence or in chronological order.									
	provide details and transitions to link paragraphs.									
	offer a concluding paragraph that summarizes important ideas and details.									
5.4.11	Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and stating and supporting a hypothesis with data.	x	x	x			x			

Research Process and Technology

No.	Indicator									
5.4.4	Use organizational features of printed text, such as citations, end notes, and bibliographic references, to locate relevant information.	x		x						
5.4.5	Use note-taking skills when completing research for writing.			x			x			
5.4.6	Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, searches, the thesaurus, and spell check.	x			x		x		x	
5.4.7	Use a thesaurus to identify alternative word choices and meanings.	x	x	x						

Evaluation and Revision

No.	Indicator									
5.4.8	Review, evaluate, and revise writing for meaning and clarity.			x		x	x		x	
5.4.9	Proofread one's own writing, as well as that of others, using an editing checklist or set or rules, with specific examples of corrections of specific errors.			x	x		x		x	x
5.4.10	Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.		x	x	x	x	x		x	

Standard 5: WRITING: Writing Applications (Different Types of Writing and Their Characteristics)

At Grade 5, students write narrative (story), expository (informational), persuasive, and descriptive texts. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Processes and Features. writing demonstrates an awareness of the audience (intended reader) and purpose for writing. **INSPIRE>Links>Education>Teachers and Professional Information>ReadWriteThink**

No.	Indicator									
5.5.1	Write narratives that:		x	x	x	x			x	x
	establish a plot, point of view, setting, and conflict.									
	show, rather than tell, the events of the story.									
5.5.2	Write responses to literature that:		x	x	x	x	x		x	x
	demonstrate an understanding of a literary work.									
	support statements with evidence from the text.									
	develop interpretations that exhibit careful reading and understanding.									

5.5.4	Write persuasive letters or compositions that:	x	x	x		x		x	x
	state a clear position in support of a proposal.								
	support a position with relevant evidence and effective emotional appeals.								
	follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last.								
	address reader concerns.								
5.5.5	Use varied word choices to make writing interesting.		x		x				x
5.5.6	Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as appropriate.		x	x	x	x	x	x	x
5.5.7	Write summaries that contain the main ideas of the reading selection and the most significant details.	x	x	x		x			x
	Research Application								
5.5.3	Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:	x	x	x	x	x	x		x
	uses information from a variety of sources (books, technology, multimedia) and documents sources (titles and authors).								
	demonstrates that information that has been gathered has been summarized.								
	organizes information by categorizing and sequencing.								

Standard 6: WRITING: Written English Language Conventions

Students write using Standard English conventions appropriate to this grade level.

INSPIRE>Links>Education>Teachers and Professional Information>ReadWriteThink

Sentence Structure

5.6.1	Identify and correctly use prepositional phrases (*for school* or *In the beginning*), appositives (*We played the Cougars, the team from Newport*), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence).		x						
	We began our canoe trip on the White River (prepositional phrase) *when it stopped raining* (subordinate clause).								
	Although the weather, a violent snowstorm, (appositive) *threatened our trip, we were never discouraged* (main clause).								
5.6.2	Use transitions (*however, therefore, on the other hand*) and conjunctions (*and, or, but*) to connect ideas.		x						

Grammar

5.6.3	Identify and correctly use appropriate tense (*present, past, present participle, past participle*) for verbs that are often misused (*lie/lay, sit/set, rise/raise*).		x						
5.6.4	Identify and correctly use modifiers (words or phrases that describe, limit, or qualify another word) and pronouns (*he/his, she/her, they/their, it/its*).		x						
	Correct: *On the walls there are many pictures of people who have visited the restaurant.*								
	Incorrect: *There are many pictures of people who have visited the restaurant on the walls.*								
	Correct: *Jenny and Kate finished their game.*								
	Incorrect: *Jenny and Kate finished her game.*								
5.6.8	Use simple sentences (Dr. Vincent Stone is my dentist.) and compound sentences (His assistant cleans my teeth, and Dr. Stone checks for cavities.) in writing.		x						
	Punctuation								

5.6.5	Use a colon to separate hours and minutes(*12:20 a.m., 3:40 p.m.*) and to introduce a list (*Do the project in this order: cut, paste, fold.*); use quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books; use semi-colons and commas for transitions (*Time is short; however, we will still get the job done*).		x							
	Capitalization									
5.6.6	Use correct capitalization.									
	Spelling									
5.6.7	Spell roots or bases of words, prefixes (*understood/mis understood, excused/un excused*), suffixes (*final/final ly, mean/mean ness*), contractions (*will not/won't, it is/it's, they would/they'd*) and syllable constructions (*in*for*ma*tion, mol*e*cule*) correctly.									

Standard 7: LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

	Comprehension									
5.7.1	Ask questions that seek information not already discussed.	x	x	x	x		x			
5.7.2	Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.		x	x	x		x			
5.7.3	Make inferences or draw conclusions based on an oral report.	x	x	x	x		x			
5.7.12	Give precise directions and instructions.						x			x
	Organization and Delivery of Oral Communication									
5.7.4	Select a focus, organizational structure, and point of view for an oral presentation.		x	x	x	x	x			x
5.7.5	Clarify and support spoken ideas with evidence and examples.		x	x	x	x	x			x
5.7.6	Use volume, phrasing, timing, and gestures appropriately to enhance meaning.		x				x			x
5.7.13	Emphasize points in ways that help the listener or viewer follow important ideas and concepts.		x				x			x
	Analysis and Evaluation of Oral and Media Communications									
5.7.7	Identify, analyze, and critique persuasive techniques, including promises, dares, flattery, and generalities; identify faulty reasoning used in oral presentations and media messages.	x	x	x	x	x	x	x	x	x
5.7.8	Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.	x	x	x	x	x	x	x	x	x
5.7.14	Identify claims in different kinds of text (print, image, multimedia) and evaluate evidence used to support these claims.	x	x	x			x			
	Speaking Applications									
5.7.9	Deliver narrative (story) presentations that:		x	x	x	x	x			x
	establish a situation, plot, point of view, and setting with descriptive words and phrases.									
	show, rather that tell, the listener what happens.									
5.7.10	Deliver informative presentations about an important idea, issue, or event by the following means:	x	x	x	x	x	x	x		x
	frame questions that direct the investigation.									
	establish a controlling idea or topic.									
	develop the topic with simple facts, details, examples, and explanations.									
5.7.11	Deliver oral responses to literature that:	x	x	x	x	x	x			x

	summarize important events and details.										
	demonstrate an understanding of several ideas or images communicated by the literary work.										
	use examples from the work to support conclusions.										
5.7.15	Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	x	x	x	x	x	x	x	x	x

INDICATOR NUMBER	CORRELATION OF THE INFORMATION LITERACY STANDARDS AND INDIANA'S ACADEMIC STANDARDS FOR ENGLISH/LANGUAGE ARTS Release date 2007	ILS 1 ACCESSES INFORMATION	ILS 2 EVALUATES INFORMATION	ILS 3 USES INFORMATION	ILS 4 PURSUES INFORMATION	ILS 5 APPRECIATES INFORMATION	ILS 6 GENERATES KNOWLEDGE	ILS 7 RECOGNIZES IMPORTANCE OF INFO TO DEMOCRATIC SOCIETY	ILS 8 PRACTICES ETHICAL BEHAVIOR	ILS 9 SHARES AND COLLABORATES
	6th Grade									
	Standard 1: READING: Word Recognition, Fluency, and Vocabulary Development									
	Students use their knowledge of word parts and word relationships, as well as context (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. **INSPIRE>Links>Education>Teachers and Professional Information>ReadWriteThink**									
	Word Recognition									
6.1.1	Read aloud grade-level-appropriate poems and literary and informational texts fluently and accurately and with appropriate timing, changes in voice, and expression.	x		x		x				
	Vocabulary and Concept Development									
6.1.2	Identify and interpret figurative language (including similes, comparisons that use *like* or *as* , and metaphors, implied comparisons) and words with multiple meanings.	x	x							
6.1.3	Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.			x			x			x
6.1.4	Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.		x	x			x			
6.1.5	Understand and explain slight differences in meaning in related words.			x			x			
	Standard 2: READING: Comprehension and Analysis of Nonfiction and Informational Text									
	Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** *(www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 6, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, magazines, newspapers, reference and technical materials, and online information.* **INSPIRE>Links>Education>Teachers and Professional Information>ReadWriteThink; INSPIRE>Links>Education>Teachers and Professional Information>Teachers Network>Lesson Plans>Language Arts>Middle School>Reading>Naturally Disastrous**									
	Structural Features of Informational and Technical Materials									

6.2.1	Identify the structural features of popular media (newspapers, magazines, online information) and use the features to obtain information.	x	x	x	x		x			x	
6.2.2	Analyze text that uses a compare-and-contrast organizational pattern.	x	x	x			x				
	Analysis of Grade-Level-Appropriate Nonfiction and Informational Text										
6.2.3	Connect and clarify main ideas by identifying their relationship to multiple sources and related topics.	x	x	x		x	x				
6.2.4	Clarify an understanding of texts by creating outlines, notes, diagrams, summaries or reports.	x	x	x	x	x	x				
6.2.5	Follow multiple-step instructions for preparing applications.		x	x	x		x				
	Expository (Informational) Critique										
6.2.6	Determine the appropriateness of the evidence presented for an author's conclusions and evaluate whether the author adequately supports inferences. **INSPIRE>Links>Kids Links>How Stuff Works Express; INSPIRE>Links>Education>Teachers and Professional Information>ReadWriteThink**	x	x	x	x		x	x			
6.2.7	Make reasonable statements and conclusions about a text, supporting them with evidence from the text.	x	x	x			x			x	
6.2.8	Identify how an author's choice of words, examples, and reasons are used to persuade the reader of something.	x	x	x			x				
6.2.9	Identify problems with an author's use of figures of speech, logic, or reasoning (assumption and choice of facts or evidence).		x	x							

Standard 3: READING: Comprehension and Analysis of Literary Text

*Students read and respond to grade-level-appropriate historically or culturally significant works of literature. The selections in the **Indiana Reading List** (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 6, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, mysteries, adventures, folklore, mythology, poetry, short stories, dramas, and other genres.* **INSPIRE>Links>Education>Teachers and Professional Information>ReadWriteThink**

	Structural Features of Literature										
6.3.1	Identify different types (genres) of fiction and describe the major characteristics of each form.	x	x	x	x	x	x	x			
	Analysis of Grade-Level-Appropriate Literary Text										
6.3.2	Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.		x	x		x	x				
6.3.3	Analyze the influence of the setting on the problem and its resolution.		x	x		x	x				
6.3.4	Define how tone or meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration (repetition of sounds, such as *w ild and w oolly* or *thr eatening thr ongs*), and rhyme. **INSPIRE>Links>Education>Teachers and Professional Information>Online Poetry Classroom; INSPIRE>Databases>LitFinder**		x	x		x	x				
6.3.5	Identify the speaker and recognize the difference between first-person (the narrator tells the story from the "I" perspective) and third-person (the narrator tells the story from an outside perspective) narration.		x	x		x	x				
6.3.6	Identify and analyze features of themes conveyed through characters, actions, and images.		x	x		x	x				
6.3.7	Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional and nonfictional text.		x	x		x	x				x
	Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.										
	Imagery: the use of language to create vivid pictures in the reader's mind.										
	Metaphor: an implied comparison in which a word or phrase is used in place of another, such as *He was drowning in money.*										

		1	2	3	4	5	6	7	8	9
6.3.9	Identify the main problem or conflict of the plot and explain how it is resolved. **INSPIRE>Links>Education>Teachers and Professional Information>Teachers Network>Lesson Plans>Language Arts>Middle School>Writing>Author in the Spotlight**		x	x		x	x			
	Literary Criticism									
6.3.8	Critique the believability of characters and the degree to which a plot is believable or realistic.		x	x		x	x			
	Standard 4: WRITING: Writing Processes and Features									
	Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.									
	Organization and Focus									
6.4.1	Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	x	x	x	x	x	x			x
6.4.2	Choose the form of writing that best suites the intended purpose.		x		x		x			
6.4.3	Write informational pieces of several paragraphs that:	x	x	x	x	x	x	x	x	x
	engage the interest of the reader.									
	state a clear purpose.									
	develop the topic with supporting details and precise language.									
	conclude with a detailed summary linked to the purpose of the composition.									
6.4.4	Use a variety of effective organizational patterns, including comparison and contrast; organization by categories; and arrangement by order of importance or climatic order.		x	x	x	x	x			
	Research Process and Technology									
6.4.5	Use note-taking skills when completing research for writing.		x	x	x	x	x			
6.4.6	Use organizational features of electronic text (on computers), such as bulletin boards, databases, keyword searches, and e-mail addresses, to locate information.	x	x	x	x	x			x	
6.4.7	Use a computer to compose documents with appropriate formatting by using word-processing skills and principles of design, including margins, tabs, spacing, columns, page orientation.		x	x	x	x	x	x	x	x
	Evaluation and Revision									
6.4.8	Review, evaluate, and revise writing for meaning and clarity.		x	x			x		x	
6.4.9	Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.		x				x		x	x
6.4.10	Revise writing to improve the organization and consistency of ideas within and between paragraphs.		x	x			x		x	x
	Standard 5: WRITING: Writing Applications (Different Types of Writing and Their Characteristics)									
	At Grade 6, students write narrative, expository (informational), persuasive, and descriptive texts (research reports of 400 to 700 words or more). Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.									
	In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 6 students use the writing strategies outlined in Standard 4 - Writing Processes and Features to: **INSPIRE>Links>Education>Teachers and Professional Information>ReadWriteThink**									

6.5.1	Write narratives that:			x	x	x	x			x	x
	establish and develop a plot and setting and present a point of view that is appropriate to the stories.										
	include sensory details and clear language to develop plot and character.										
	use a range of narrative devices, such as dialogue or suspense.										
6.5.2	Write descriptions, explanations, comparison and contrast papers, and problem and solution essays that:	x	x	x	x	x	x	x	x	x
	state the thesis (position on the topic) or purpose.										
	explain the situation.										
	organize the composition clearly.										
	offer evidence to support arguments and conclusions.										
6.5.4	Write responses to literature that:			x	x	x	x			x	x
	develop an interpretation that shows careful reading, understanding, and insight.										
	organize the interpretation around several clear ideas.										
	support statements with evidence from the text.										
6.5.5	Write persuasive compositions that:	x	x	x	x	x	x	x	x	x
	state a clear position on a proposition or proposal.										
	support the position with organized and relevant evidence and effective emotional appeals.										
	anticipate and address reader concerns and counter-arguments.										
6.5.6	Use varied word choices to make writing interesting.	x	x	x	x	x	x	x	x	x
6.5.7	Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as necessary.		x		x	x				x
6.5.8	Write summaries that contain the main ideas of the reading selection and the most significant details.		x		x	x				x
	Research Application										
6.5.3	Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:	x	x	x	x	x	x	x	x	x
	uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations.										
	demonstrates that information that has been gathered has been summarized.										
	demonstrates that sources have been evaluated for accuracy, bias, and credibility.										
	organizes information by categorizing and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited). **INSPIRE>Links>Education>Teachers and Professional Information>Teachers Network>Lesson Plans>English Language Arts>*All About Me*; INSPIRE>Links>Education>Teachers and Professional Information>Teachers Network>Lesson Plans>English Language Arts>*In Their Own Words: Slave Narratives***										
	Standard 6: WRITING: Written English Language Conventions										
	Students write using Standard English conventions appropriate to this grade level.										
	Sentence Structure										
6.6.1	Use simple sentences, compound sentences, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in simple sentences, to express complete thoughts.										
6.6.6	Identify and correctly use prepositional phrases (*for school* or *In the beginning*), appositives (*We played the Cougars, the team from Newport*), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence).		x							

	We began our canoe trip on the White River (prepositional phrase) when it stopped raining (subordinate clause).										
	Famous for their first flight at Kitty Hawk (appositive), the Wright brothers are legendary in aviation (main clause).										
	Grammar										
6.6.2	Identify and properly use indefinite pronouns (*all, another, both, each, either, few, many, none, one, other, several, some*), present perfect (*have been, has been*), past perfect (*had been*), and future perfect verb tenses (*shall have been*); ensure that verbs agree with compound subjects.		x								
	Indefinite pronouns: *Each* should do his or her work.										
	Indefinite pronouns: *Many* were absent today.										
	Correct verb agreement: *Todd and Amanda were chosen to star in the play.*										
	Incorrect verb agreement: *Todd and Amanda was chosen to star in the play.*										
	Punctuation										
6.6.3	Use colons after the salutation (greeting) in business letters (*Dear Sir*), semicolons to connect main clauses (*The girl went to school; her brother stayed home.*), and commas before the conjunction in compound sentences (*We worked all day, but we didn't complete the project.*)		x								
	Capitalization										
6.6.4	Use correct capitalization.										
	Spelling										
6.6.5	Spell correctly frequently misspelled words (*their/they're/there, loose/lose/loss, choose/chose, through/threw*).										
	Standard 7: LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications										
	Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.										
	Comprehension										
6.7.1	Relate the speaker's verbal communication (such as word choice, pitch, feeling, and tone) to the nonverbal message (such as posture and gesture).		x	x	x	x	x				x
6.7.2	Identify the tone, mood, and emotion conveyed in the oral communication.										
6.7.3	Restate and carry out multiple-step oral instructions and directions.	x	x	x			x			
6.7.15	Ask questions that seek information not already discussed.				x		x			
	Organization and Delivery of Oral Communication										
6.7.4	Select a focus, an organizational structure, and a point of view, matching the purpose, message, and vocal modulation (changes in tone) to the audience.		x	x	x	x					x
6.7.5	Emphasize important points to assist the listener in following the main ideas and concepts.		x	x		x				x
6.7.6	Support opinions with researched, documented evidence and with visual or media displays that use appropriate technology.	x	x	x	x	x	x	x	x	x
6.7.7	Use effective timing, volume, tone, and alignment of hand and body gestures to sustain audience interest and attention.				x					x
	Analysis and Evaluation of Oral and Media Communications										

6.7.8	Analyze the use of rhetorical devices including rhythm and timing of speech, repetitive patterns, and the use of onomatopoeia (naming something by using a sound associated with it, such as *hiss* or *buzz*) for intent and effect.	x								
6.7.9	Identify persuasive and propaganda techniques (such as the use of words or images that appeal to emotions or an unsupported premise) used in electronic media (television, radio, online sources) and identify false and misleading information.		x	x	x	x	x	x		x	x
6.7.16	Identify powerful techniques used to influence readers or viewers and evaluate evidence used to support these techniques.		x	x	x	x	x	x		x	x
	Speaking Applications										
6.7.10	Deliver narrative presentation that:		x	x		x	x				x
	establish a context, plot, and point of view.										
	include sensory details and clear language to develop plot and character.										
	use a range of narrative (story) devices, including dialogue, tension, or suspense.										
6.7.11	Deliver informative presentation that:	x	x	x	x	x	x	x		x	x
	pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.										
	develop the topic with facts, details, examples, and explanations from multiple authoritative sources, including speakers, periodicals, and online information.										
6.7.12	Deliver oral responses to literature that:		x	x		x	x				x
	develop an interpretation that shows careful reading, understanding and insight.										
	organize the presentation around several clear ideas, premises, or images.										
	develop and justify the interpretation through the use of examples and evidence from the text.										
6.7.13	Deliver persuasive presentations that:	x	x	x	x	x	x	x		x	x
	provide a clear statement of the position.										
	include relevant evidence.										
	offer a logical sequence of information.										
6.7.14	Deliver presentations on problems and solutions that:	x	x	x	x	x	x	x			x
	theorize on the causes and effects of each problem.										
	establish connections between the defined problem and at least one solution.										
	offer persuasive evidence to support the definition of the problem and the proposed solutions.										
6.7.17	Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	x	x	x	x	x	x	x		x	x

	CORRELATION OF THE INFORMATION LITERACY STANDARDS AND INDIANA'S ACADEMIC STANDARDS FOR ENGLISH/LANGUAGE ARTS Release date 2007	ILS 1 ACCESSES INFORMATION	ILS 2 EVALUATES INFORMATION	ILS 3 USES INFORMATION	ILS 4 PURSUES INFORMATION	ILS 5 APPRECIATES INFORMATION	ILS 6 GENERATES KNOWLEDGE	ILS 7 RECOGNIZES IMPORTANCE OF INFO TO DEMOCRATIC SOCIETY	ILS 8 PRACTICES ETHICAL BEHAVIOR	ILS 9 SHARES AND COLLABORATES
INDICATOR NUMBER										
	7th Grade									
	Standard 1: READING: Word Recognition, Fluency, and Vocabulary Development									
	Students use their knowledge of word parts and word relationships, as well as context (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.									
	Vocabulary and Concept Development									
7.1.1	Identify and understand idioms and comparisons, such as analogies, metaphors, and similes, in prose and poetry. **INSPIRE>Databases>Bartleby.com; INSPIRE>Links>Education>Teachers and Professional Information>Online Poetry Classroom>Resource Center**	x	x		x					
	Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expressions, such as *to be an old hand at something* or *to get one's feet wet.*									
	Analogies: comparisons of the similar aspects of two different things.									
	Metaphors: implied comparisons, such as *The stars were brilliant diamonds in the night sky.*									
	Similes: comparisons that use like or as, such as *The stars were like a million diamonds in the sky.*									
7.1.2	Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary (science, social studies, and mathematics). **INSPIRE>Links>Reference>Dictionaries & Encyclopedias**	x	x							
7.1.3	Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text. **INSPIRE>Links>Reference>Dictionaries & Encyclopedias**	x	x	x			x			
	Standard 2: READING: Comprehension and Analysis of Nonfiction and Informational Text									
	Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** *(www.doe.state.in.us/standards/readinglist.htmlillustrate the quality and complexity of the materials to be read by students. At Grade 7, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, magazines, newspapers, reference and technical materials, and online information.*									
	Structural Features of Informational and Technical Materials									

No.	Description										
7.2.1	Understand and analyze the differences in structure and purpose between various categories of informational materials (such as textbooks, newspapers, and instructional or technical manuals). **INSPIRE>Databases>Newspaper Source; INSPIRE>Databases>McClatchy-Tribune Collection; INSPIRE>Databases>Middle Search Plus>Newspapers, Periodicals, Biography**	x	x	x			x				
7.2.2	Locate information by using a variety of consumer and public documents. **INSPIRE>Links>Statistics; INSPIRE>Links>Kids Links>Facts, Information & Reference**	x	x	x							
7.2.3	Analyze text that uses the cause-and-effect organizational pattern.	x	x	x		x	x				
	Analysis of Grade-Level-Appropriate Nonfiction and Informational Text										
7.2.4	Identify and trace the development of an author's argument, point of view, or perspective in text. **INSPIRE>Databases>Bartleby.com; INSPIRE>Links>Media & News**	x	x	x		x	x				
7.2.5	Understand and explain the use of a simple mechanical device by following directions in a technical manual.		x	x		x	x				
7.2.7	Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.		x	x		x	x				
7.2.8	Identify methods (such as repetition of words, biased or incomplete evidence) an author uses to persuade the reader.		x	x		x	x				
7.2.9	Identify problems with an author's figures of speech and faulty logic or reasoning.		x	x		x	x				
	Expository (Informational) Critique										
7.2.6	Assess adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.		x	x		x	x				
7.2.10	Identify and explain instances of persuasion, propaganda, and faulty reasoning in text, such as unsupported or invalid premises or inferences and conclusions that do not follow the premise.		x	x		x	x				

Standard 3: READING: Comprehension and Analysis of Literary Text

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the **Indiana Reading List** *(www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 7, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, mysteries, adventures, folklore, mythology, poetry, short stories, dramas, and other genres.*

No.	Description										
	Structural Features of Literature										
7.3.1	Discuss the purposes and characteristics of different forms of written text, such as the short story, the novel, the novella, and the essay. **INSPIRE>Databases>LitFinder>Literary Forms**		x	x		x	x				
	Analysis of Grade-Level-Appropriate Literary Text										
7.3.2	Identify events that advance the plot and determine how each event explains past or present action or foreshadows (provides clues to) future action.		x			x	x				
7.3.3	Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.										
7.3.4	Identify and analyze themes, such as bravery, loyalty, friendship, and loneliness, which appear in many different works. **INSPIRE>Databases>Project Gutenberg>Search Term**		x	x		x	x				

Code	Standard	1	2	3	4	5	6	7	8	9
7.3.5	Contrast points of view, such as first person, third person, limited and omniscient, and subjective and objective, in a literary text and explain how they affect the overall theme of the work.		x	x		x	x			
	First person: the narrator tells the story from the "I" perspective.									
	Third person: the narrator tells the story from an outside perspective.									
	Limited narration: the narrator does not know all thoughts of all characters.									
	Omniscient narration: the narrator knows all thoughts of all characters.									
	Subjective: the point of view involves a personal perspective.									
	Objective: the point of view is from a distanced, informational perspective, as in a news report.									
7.3.6	Compare reviews of literary works and determine what influenced the reviewer.	x	x	x		x	x			
7.3.7	Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional texts.		x	x						
	Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.									
	Imagery: the use of language to create vivid pictures in the reader's mind.									
	Metaphor: an implied comparison in which a word or phrase is used in place of another, such as *He was drowning in money*.									
7.3.8	Analyze the influence of the setting on the problem and its resolution.		x	x						
7.3.9	Analyze the relevance of setting (places, times, customs) to mood, tone, and meaning of text.		x	x						
	Standard 4: WRITING: Writing Processes and Features									
	Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.									
	Organization and Focus									
7.4.1	Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing. **INSPIRE>Links>Education>Teachers and Professional Information>ReadWriteThink>Student Materials Index>Webbing Tool**		x	x	x	x	x			
7.4.2	Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.		x	x	x	x	x			x
7.4.3	Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and specific examples.	x	x	x	x	x	x			
7.4.4	Use strategies of note-taking, outlining and summarizing to impose structure on composition drafts. **INSPIRE>Links>Education>Teachers and Professional Information>ReadWriteThink>Student Materials Index>Notetaker**		x	x	x	x	x			
	Research Process and Technology									
7.4.5	Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.	x	x	x	x	x	x	x		x
7.4.6	Give credit for both quoted and paraphrased information in a bibliography by using a consistent format for citations and understand the issues around copyright and plagiarism.	x	x	x	x	x	x		x	x
7.4.7	Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.		x	x	x	x	x	x	x	x
	Evaluation and Revision									
7.4.8	Review, evaluate, and revise writing for meaning and clarity.		x	x	x	x	x	x		
7.4.9	Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.		x	x	x	x	x		x	x

No.	Description									
7.4.10	Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.		x	x	x	x	x	x		x	x

Standard 5: WRITING: Writing Applications (Different Types of Writing and Their Characteristics)

At Grade 7, students continue to write narrative, expository (informational), persuasive, and descriptive texts (research reports of 500 to 800 words or more). Students are introduced to biographical and autobiographical narratives and to writing summaries of grade-level-appropriate reading materials.

The writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

No.	Description									
7.5.1	Write biographical or autobiographical compositions that:			x	x	x	x			x	x
	develop a standard plot line, including a beginning, conflict, rising actions, climax, and denouement (resolution) and point of view. **INSPIRE>Links>Education>Teachers and Professional Information>ReadWriteThink>Student Materials Index>Plot Diagram; INSPIRE>Databases>Biography Resource Center**										
	develop complex major and minor characters and a definite setting.										
	use a range of appropriate strategies, such as dialogue; suspense; and the naming of specific narrative action, including movement, gestures, and expressions.										
7.5.2	Write responses to literature that:			x	x	x	x			x	x
	develop interpretations that show careful reading, understanding, and insight.										
	organize interpretations around several clear ideas, premises, or images from the literary work.										
	support statements with evidence from the text. **INSPIRE>Databases>LitFinder**										
7.5.4	Write persuasive compositions that:		x	x	x	x	x	x	x	x	x
	state a clear position or perspective in support of a proposition or proposal.										
	describe the points in support of the proposition, employing well-articulated evidence and effective emotional appeals. **INSPIRE>Links>Kids Links>ClassBrain.com>ClassBrain Teens>Subjects>Language Arts>Persuation Paper Outline**										
	anticipate and address reader concerns and counter-arguments.										
7.5.5	Write summaries of reading materials that:		x	x	x		x	x	x	x	x
	include the main idea and most significant details. **INSPIRE>Databases>LitFinder**										
	use the student's own words, except for quotations.										
	reflect underlying meaning, not just the superficial details.										
7.5.6	Use varied word choices to make writing interesting and more precise.										
7.5.7	Write for different purposes and to specific audience or person, adjusting style and tone as necessary. **INSPIRE>Links>Education>Teachers and Professional Information>ReadWriteThink>Web Resources>Writing Fix**		x	x	x	x	x	x	x	x	x
	Research Application										

7.5.3	Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: **INSPIRE>Links>Reference**	x	x	x	x	x	x	x	x	x
	uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations.									
	demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process.									
	demonstrates that sources have been evaluated for accuracy, bias, and credibility.									
	organizes information by categorizing and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited). **INSPIRE>Links>Reference; INSPIRE>Links>Education>Teachers and Professional Information>ReadWriteThink>Web Resources>Purdue OWL>Search>General Writing Concerns**									

Standard 6: WRITING: Written English Language Conventions

Students write using Standard English conventions appropriate to this grade level.

Sentence Structure

7.6.1	Properly place modifiers (words or phrases that describe, limit, or qualify another word) and use the active voice (sentences in which the subject is doing the action) when wishing to convey a livelier effect.									
	Clear: *She left the book, which she bought at the bookstore, on the table.*									
	Unclear: *She left the book on the table, which she bought at the bookstore.*									
	Active voice: *The man called the dog.*									
	Passive voice: *The dog was called by the man.*									
7.6.10	Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts. **INSPIRE>Links>Kids Links>Homework Help>Homework Spot>Middle School English>Grammar>ABCs of Writing & Writing Den**									

Grammar

7.6.2	Identify and use infinitives (the word *to* followed by the base form of a verb, such as *to understand* or *to learn*) and participles (made by adding *-ing, -d, -ed, -n, -en,* or *-t* to the base form of the verb, such as *dreaming, chosen, built,* and *grown*).									
7.6.3	Make clear references between pronouns and antecedents by placing the pronoun where it shows to what word it refers.									
	Clear: *Chris said to Jacob, "You will become a great musician."*									
	Confusing: *Chris told Jacob that he would become a great musician.*									
7.6.4	Identify all parts of speech (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and types and structure of sentences.									
7.6.5	Demonstrate appropriate English usage (such as a pronoun reference).									
	Punctuation INSPIRE>Links>Education>Teachers and Professional Information>ReadWriteThink>Web Resources>Purdue OWL>Search>Punctuation	x	x							
7.6.6	Identify and correctly use hyphens (-), dashes (---), brackets ([]), and semicolons (;).									
7.6.7	Demonstrate the correct use of quotation marks and the use of commas with subordinate clauses.									
	Capitalization									
7.6.8	Use correct capitalization. **INSPIRE>Links>Education>Teachers and Professional Information>ReadWriteThink>Web Resources>Purdue OWL>Search>Capitalization**	x	x							
	Spelling									

No.	Standard	1	2	3	4	5	6	7	8	9
7.6.9	Spell correctly derivatives (words that come from a common base or root word) by applying the spellings of bases and affixes (prefixes and suffixes). **INSPIRE>Links>Education>Teachers and Professional Information>ReadWriteThink>Web Resources>Purdue OWL>Search>Spelling**	x	x							
	Standard 7: LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications									
	Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.									
	Comprehension									
7.7.1	Ask questions to elicit information, including evidence to support the speaker's claims and conclusions.	x	x	x			x			
7.7.2	Determine the speaker's attitude toward the subject. **INSPIRE>Links>Media & News**		x	x			x			
	Organization and Delivery of Oral Communication									
7.7.3	Organize information to achieve particular purposes and to appeal to the background and interests of the audience.	x	x	x	x	x	x			x
7.7.4	Arrange supporting details, reasons, descriptions, and examples effectively.		x	x	x	x	x			x
7.7.5	Use speaking techniques, including adjustments of tone, volume, and timing of speech, enunciation (clear speech), and eye contact, for effective presentations.						x			x
	Analysis and Evaluation of Oral and Media Communications									
7.7.6	Provide helpful feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.			x			x			x
7.7.7	Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effect.		x	x	x	x	x			
	Speaking Applications									
7.7.8	Deliver narrative presentations that:		x	x	x	x	x			x
	establish a context, standard plot line (with a beginning, conflict, rising action, climax, and resolution of the conflict), and point of view.									
	describe major and minor characters and a definite setting.									
	use a range of appropriate strategies to make the story engaging to the audience, including using dialogue and suspense and showing narrative action with movement, gestures, and expressions.									
7.7.9	Deliver oral summaries of articles and books that:	x	x	x		x	x			x
	include the main idea and most significant details.									
	state ideas in own words, except for when quoted directly from sources.									
	demonstrate a complete understanding of sources, not just superficial details. **INSPIRE>Databases>LitFinder**									

		x	x	x	x	x	x	x	x	x
7.7.10	Deliver research presentations that:	x	x	x	x	x	x	x	x	x
	pose relevant and concise questions about the topic.									
	provide accurate information on the topic.									
	include evidence generated through the formal research process including the use of a card catalog, *Reader's Guide to Periodical Literature*, computer databases, magazines, newspapers, and dictionaries.									
	cite reference sources appropriately.									
7.7.11	Deliver persuasive presentations that: **INSPIRE>Links>Education>Teachers and Professional Information>ReadWriteThink>Student Materials Index>Persuasion Map**	x	x	x	x	x	x	x	x	x
	state a clear position in support of an argument or proposal.									
	describe the points in support of the proposal and include supporting evidence.									
7.7.12	Deliver descriptive presentations that:	x	x	x	x	x	x	x	x	x
	establish a clear point of view on the subject of the presentation.									
	establish the presenter's relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved).									
	contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details.									

	CORRELATION OF THE INFORMATION LITERACY STANDARDS AND INDIANA'S ACADEMIC STANDARDS FOR ENGLISH/LANGUAGE ARTS Release date 2007	ILS 1 ACCESSES INFORMATION	ILS 2 EVALUATES INFORMATION	ILS 3 USES INFORMATION	ILS 4 PURSUES INFORMATION	ILS 5 APPRECIATES INFORMATION	ILS 6 GENERATES KNOWLEDGE	ILS 7 RECOGNIZES IMPORTANCE OF INFO TO DEMOCRATIC SOCIETY	ILS 8 PRACTICES ETHICAL BEHAVIOR	ILS 9 SHARES AND COLLABORATES
INDICATOR NUMBER										
	8th Grade									
	Standard 1: READING: Word Recognition, Fluency, and Vocabulary Development									
	Students use their knowledge of word parts and word relationships, as well as context (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.									
	Vocabulary and Concept Development									
8.1.1	Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases. **INSPIRE>Databases>LitFinder; INSPIRE>Databases>Bartleby.com**	x	x	x	x	x	x	x		
	Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expressions, such as *to be an old hand at something* or *to get one's feet wet.*									
	Analogies: comparisons of the similar aspects of two different things.									
	Metaphors: implied comparisons, such as *The stars were brilliant diamonds in the night sky.*									
	Similes: comparisons that use like or as, such as *The stars were like a million diamonds in the sky.*									
8.1.2	Understand the influence of historical events on English word meaning and vocabulary expansion. **INSPIRE>Databases>Project Gutenberg**									
8.1.3	Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast.	x	x	x			x			
	Standard 2: READING: Comprehension and Analysis of Nonfiction and Informational Text									
	Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** *(www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 8, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, magazines, newspapers, reference and technical materials, and online information.*									
	Structural Features of Informational and Technical Materials									
8.2.1	Compare and contrast the features and elements of consumer materials to gain meaning from documents.	x	x	x						
8.2.2	Analyze text that uses proposition (statement of argument) and support patterns.	x	x	x						

Code	Description								
8.2.7	Analyze the structure, format, and purpose of informational materials (such as textbooks, newspapers, instructional or technical manuals, and public documents). **INSPIRE>Links>Indiana State Government; INSPIRE>Databases>Corporate ResourceNet**	x	x	x					
	Analysis of Grade-Level-Appropriate Nonfiction and Informational Text								
8.2.3	Find similarities and differences between texts in the treatment, amount of coverage, or organization of ideas. **INSPIRE>Links>Media & News**	x	x	x			x		
8.2.4	Compare the original text to a summary to determine whether the summary accurately describes the main ideas, includes important details, and conveys the underlying meaning. **INSPIRE>Links>Indiana Facts, Maps & Stats**	x	x	x			x		
8.2.5	Use information from a variety of consumer and public documents to explain a situation or decision and to solve a problem.	x	x	x	x		x		
8.2.8	Understand and explain the use of simple equipment by following directions in a technical manual.								
8.2.9	Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.								
	Expository (Informational) Critique								
8.2.6	Evaluate the logic (inductive or deductive argument), internal consistency, and structural patterns of text. **INSPIRE>Links>Media & News**	x	x	x			x		
	Standard 3: READING: Comprehension and Analysis of Literary Text								
	Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the **Indiana Reading List** *(www.doe.state.in.us/standards/readinglist.html), which illustrate the quality and complexity of the materials to be read by students. At Grade 8, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, mysteries, adventures, folklore, mythology, poetry, short stories, dramas, and other genres.*								
	Structural Features of Literature								
8.3.1	Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (including ballads, lyrics, couplets, epics, elegies, odes, and sonnets). **INSPIRE>Links>Education>Teachers and Professional Information>Online Poetry Classroom**		x	x			x	x	
	Ballad: a poem that tells a story								
	Lyric: words set to music								
	Couplet: two successive lines of verse that rhyme								
	Epic: a long poem that describes heroic deeds or adventures								
	Elegy: a mournful poem for the dead								
	Ode: a poem of praise								
	Sonnet: a rhymed poem of 14 lines								
	Analysis of Grade-Level-Appropriate Literary Text								
8.3.2	Evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax; the plot's development; and the way in which conflicts are (or are not) addressed and resolved.								
8.3.3	Compare and contrast the motivations and reactions of literary characters from different historical eras confronting either similar situations and conflicts or similar hypothetical situations.	x	x	x			x	x	
8.3.4	Analyze the importance of the setting to the mood, tone, or meaning of the text.	x	x	x			x	x	
8.3.5	Identify and analyze recurring themes (such as good versus evil) that appear frequently across traditional and contemporary works.	x	x	x			x	x	
8.3.6	Identify significant literary devices, such as metaphor, symbolism, dialect or quotations, and irony, which define a writer's style and use those elements to interpret the work.	x	x	x			x	x	

	Metaphor: an implied comparison in which a word or phrase is used in place of another, such as *He was drowning in money*.									
	Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.									
	Dialect: the vocabulary, grammar, and pronunciation used by people in different regions.									
	Irony: the use of words to express the opposite of the literal meaning of the words, often to be humorous.									
8.3.8	Contrast points of view — such as first person, third person, third person limited and third person omniscient, and subjective and objective — in narrative text and explain how they affect the overall theme of the work. **INSPIRE>Databases>LitFinder**	x	x	x						
	First person: the narrator tells the story from the "I" perspective.									
	Third person: the narrator tells the story from an outside perspective.									
	Limited narration: the narrator does not know all thoughts of all characters.									
	Omniscient narration: the narrator knows all thoughts of all characters.									
	Subjective: the point of view involves a personal perspective.									
	Objective: the point of view is from a distanced, informational perspective, as in a news report.									
8.3.9	Analyze the relevance of setting (places, times, customs) to mood, tone, and meaning of text.		x	x						
	Literary Criticism									
8.3.7	Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.	x	x	x		x	x			
	Standard 4: WRITING: Writing Processes and Features									
	Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing. **INSPIRE>Databases>Professional Development Collection**									
	Organization and Focus									
8.4.1	Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.		x	x	x	x	x	x		x
8.4.2	Create compositions that have a clear message, a coherent thesis (a statement of position on the topic), and end with a clear and well-supported conclusion.		x	x	x	x	x	x	x	x
8.4.3	Support theses or conclusions with analogies (comparisons), paraphrases, quotations, opinions from experts, and similar devices.		x	x	x	x	x			
8.4.10	Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.									
	Research Process and Technology									
8.4.4	Plan and conduct multiple-step information searches by using computer networks. **INSPIRE>Databases>ERIC**	x	x	x	x	x	x		x	
8.4.5	Achieve an effective balance between researched information and original ideas.	x	x	x	x	x	x	x		
8.4.6	Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.		x	x	x	x	x	x	x	x
	Evaluation and Revision									
8.4.7	Review, evaluate, and revise writing for meaning and clarity.		x	x	x	x	x		x	
8.4.8	Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.		x	x	x	x	x		x	x
8.4.9	Revise writing for word choice; appropriate organization; consistent point of view; and transitions among paragraphs, passages, and ideas.		x	x	x	x	x	x	x	

		1	2	3	4	5	6	7	8	9
8.4.11	Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.									

Standard 5: WRITING: Writing Applications (Different Types of Writing and Their Characteristics)

At Grade 8, students continue to write narrative, expository (informational), persuasive, and descriptive essays (research reports of 700 to 1,000 words or more). Students are introduced to writing technical documents. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. **INSPIRE>Links>Education>Teachers and Professional Information>ReadWriteThink>Student Materials Index**

In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 8 students use the writing strategies outlined in Standard 4 - Writing Processes and Features to:

		1	2	3	4	5	6	7	8	9
8.5.1	Write biographies, autobiographies and short stories that:		x	x	x	x			x	x
	tell about an incident, event, or situation by using well-chosen details.									
	reveal the significance of, or the writer's attitude about, the subject.									
	use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters. **INSPIRE>Databases>Biography Resource Center**									
8.5.2	Write responses to literature that:		x	x	x	x			x	x
	demonstrate careful reading and insight into interpretations.									
	connect response to the writer's techniques and to specific textual references.									
	make supported inferences about the effects of a literary work on its audience.									
	support statements with evidence from the text. **INSPIRE>Databases>LitFinder**									
8.5.4	Write persuasive composition that:	x	x	x	x	x	x	x	x	x
	include a well-defined thesis that makes a clear and knowledgeable appeal.									
	present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals.									
	provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counter-arguments. **INSPIRE>Links>Kids Links>ClassBrain.com>ClassBrain Teens>Subjects>Language Arts>Persuasion Paper Outline**									
8.5.5	Write technical documents that:									
	identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization's constitution or guidelines.									
	include all the factors and variables that need to be considered.									
	use formatting techniques, including headings and changing the fonts (typeface) to aid comprehension.									
8.5.6	Write using precise word choices to make writing interesting and exact.									
8.5.7	Write for different purposes and to specific audience or person, adjusting tone and style as necessary.	x	x	x	x	x	x	x	x	x
	Research Application									
8.5.3	Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:	x	x	x	x	x	x	x	x	x
	uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations.									

	demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process.									
	demonstrates that sources have been evaluated for accuracy, bias, and credibility.									
	organizes information by categorizing and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited). **INSPIRE>Links>Reference Links; INSPIRE>Links>Education>Teachers and Professional Information>ReadWriteThink>Web Resources>Purdue OWL>Search>General Writing Concerns**									
	Standard 6: WRITING: Written English Language Conventions									
	Students write using Standard English conventions appropriate to this grade level.									
	Sentence Structure									
8.6.1	Use correct and varied sentence types (simple, compound, complex, and compound-complex) and sentence openings to present a lively and effective personal style.									
8.6.2	Identify and use parallelism (use consistent elements of grammar when compiling a list) in all writing to present items in a series and items juxtaposed for emphasis.									
8.6.3	Use subordination, coordination, noun phrases that function as adjectives (*These gestures--acts of friendship--were noticed but not appreciated.*) and other devices to indicate clearly the relationship between ideas.									
	Grammar									
8.6.4	Edit written manuscripts to ensure that correct grammar is used.									
8.6.8	Identify and use infinitives (the word *to* followed by the base form of a verb, such as *to understand* or *to learn*) and participles (made by adding *-ing*, *-d*, *-ed*, *-n*, *-en*, or *-t* to the base form of the verb, such as *dreaming*, *chosen*, *built*, and *grown*). **INSPIRE>Links>Education>Teachers and Professional Information>ReadWriteThink>Web Resources>Purdue OWL>Search>Infinitives**	x	x							
	Punctuation									
8.6.5	Use correct punctuation. **INSPIRE>Links>Education>Teachers and Professional Information>ReadWriteThink>Web Resources>Purdue OWL>Search>Punctuation**	x	x							
	Capitalization									
8.6.6	Use correct capitalization. **INSPIRE>Links>Education>Teachers and Professional Information>ReadWriteThink>Web Resources>Purdue OWL>Search>Capitalization**	x	x							
	Spelling									
8.6.7	Use correct spelling conventions. **INSPIRE>Links>Education>Teachers and Professional Information>ReadWriteThink>Web Resources>Purdue OWL>Search>Spelling**	x	x							

		Standard 7: LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications									
		Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. students use the same Standard English conventions for oral speech that they use in their writing.									
		Comprehension									
	8.7.1	Paraphrase (restate) a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.	x	x	x			x			
		Organization and Delivery of Oral Communication									
	8.7.2	Match the message, vocabulary, voice modulation (change in tone), expression, and tone to the audience and purpose. **INSPIRE>Links>Media & News**		x	x	x	x	x			x
	8.7.3	Outline the organization of a speech, including an introduction, transition, previews, and summaries; a logically developed body; and an effective conclusion.		x	x	x	x				
	8.7.4	Use precise language, action verbs, sensory details, appropriate and colorful modifiers (describing words, such as adverbs and adjectives), and the active (*I recommend that you write drafts.*) rather than the passive voice (*The writing of drafts is recommended.*) in ways that enliven oral presentations.									
	8.7.5	Use appropriate grammar, word choice, enunciation (clear speech), and pace (timing) during formal presentations.									
	8.7.6	Use audience feedback, including both verbal and nonverbal cues to reconsider and modify the organizational structure and/or to rearrange words and sentences for clarification of meaning.									
		Analysis and Evaluation of Oral and Media Communications									
	8.7.7	Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.	x	x	x		x	x			
	8.7.8	Evaluate the credibility of a speaker, including whether the speaker has hidden agendas, or presents slanted or biased material.		x			x	x			
	8.7.9	Interpret and evaluate the various ways in which visual image makers (such as graphic artists, illustrators, and news photographers) communicate information and affect impressions and opinions. **INSPIRE>Databases>LitFinder**		x	x	x	x	x			
		Speaking Applications									
	8.7.10	Deliver narrative presentations, such as biographical or autobiographical information that:		x	x	x	x	x			x
		relate a clear incident, event, or situation by using well-chosen details.									
		reveal the significance of the incident, event, or situation.									
		use narrative and descriptive strategies to support the presentation, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.									
	8.7.11	Deliver oral responses to literature that:		x	x	x		x	x			x
		interpret a reading and provide insight.									
		connect personal responses to the writer's techniques and to specific textual references.									
		make supported inferences about the effects of a literary work on its audience.									
		support judgments through references to the text, other works, other authors, or to personal knowledge.									

		x	x	x	x	x	x	x	x	x
8.7.12	Deliver research presentations that:	x	x	x	x	x	x	x	x	x
	define a thesis (a statement of position on the topic).									
	research important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize important perspectives on the topic.									
	use a variety of research sources and distinguish the nature and value of each.									
	present information on charts, maps, and graphs.									
8.7.13	Deliver persuasive presentations that:	x	x	x	x	x	x	x	x	x
	include a well-defined thesis (position on a topic).									
	differentiate fact from opinion and support arguments with detailed evidence, examples, reasoning, and persuasive language.									
	anticipate and effectively answer listener concerns and counter-arguments through the inclusion and arrangement of details, reasons, examples, and other elements.									
	maintain a reasonable tone. **INSPIRE>Links>Education>Teachers and Professional Information>ReadWriteThink>Student Materials Index>Persuasion Map**									
8.7.15	Deliver descriptive presentations that:	x	x	x	x	x	x	x	x	x
	establish a clear point of view on the subject of the presentation.									
	establish the presenter's relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved).									
	contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details.									

INDICATOR NUMBER	CORRELATION OF THE INFORMATION LITERACY STANDARDS AND INDIANA'S ACADEMIC STANDARDS FOR ENGLISH/LANGUAGE ARTS Release date 2007	ILS 1 ACCESSES INFORMATION	ILS 2 EVALUATES INFORMATION	ILS 3 USES INFORMATION	ILS 4 PURSUES INFORMATION	ILS 5 APPRECIATES INFORMATION	ILS 6 GENERATES KNOWLEDGE	ILS 7 RECOGNIZES IMPORTANCE OF INFO TO DEMOCRATIC SOCIETY	ILS 8 PRACTICES ETHICAL BEHAVIOR	ILS 9 SHARES AND COLLABORATES
	9th Grade									
	Standard 1: READING: Word Recognition, Fluency, and Vocabulary Development									
	Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.									
	Vocabulary and Concept Development									
9.1.1	Identify and use the literal and figurative meanings of words and understand the origins of words.									
9.1.2	Distinguish between what words mean literally and what they imply and interpret what the words imply.	x	x	x			x			
9.1.3	Use knowledge of mythology (Greek, Roman, and other mythologies) to understand the origin and meaning of new words. **INSPIRE>Links>Reference>Specialty Dictionaries & Encyclopedias**		x	x			x			
	Standard 2: READING: Comprehension and Analysis of Nonfiction and Informational Text									
	Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** *(www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 9, in addition to regular classroom reading, students read a wide variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, essays, speeches, magazines, newspapers, reference materials, technical documents, and online information.*									
	Structural Features of Informational and Technical Materials									
9.2.1	Analyze the structure and format of reference or functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.			x						
9.2.2	Prepare a bibliography of reference materials for a report using a variety of public documents, such as consumer, government, workplace and others. **INSPIRE>Links>Business & Non-profit, Consumers, U.S. Government**	x		x						x
	Comprehension and Analysis of Grade-Level-Appropriate Nonfiction and Informational Text									
9.2.3	Generate relevant questions about readings on issues or topics that can be researched.	x	x							
9.2.4	Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.		x	x						
9.2.5	Demonstrate use of technology by following directions in technical manuals.			x			x			
9.2.8	Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.			x						
	Expository (Informational) Critique									

No.	Description								
9.2.6	Critique the logic of functional documents (such as an appeal to tradition or an appeal to force) by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.		x						
9.2.7	Evaluate an author's argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.	x	x						
	Standard 3: READING: Comprehension and Analysis of Literary Text								
	Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the **Indiana Reading List** *(www.doe.state.in.us/standards/readinglist.html), which illustrate the quality and complexity of the materials to be read by students. At Grade 9, students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.*								
	Structural Features of Literature								
9.3.1	Explain the relationship between the purposes and the characteristics of different forms of dramatic literature (including comedy, tragedy, and dramatic monologue).						x		
9.3.2	Compare and contrast the presentation of a similar theme or topic across genres (different types of writing) to explain how the selection of genre shapes the theme or topic.						x		
	Analysis of Grade-Level-Appropriate Literary Text								
9.3.3	Analyze interactions between characters in a literary text and explain the way those interactions affect the plot.								
9.3.4	Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they read out loud to themselves).								
9.3.5	Compare works that express a universal theme and provide evidence to support the ideas expressed in each work. **INSPIRE>Databases>Lit Finder**	x	x	x		x	x		
9.3.6	Analyze and trace an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).	x	x	x		x	x		
9.3.7	Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.								
9.3.8	Interpret and evaluate the impact of ambiguities, subtleties, contradictions, and ironies (the contrast between expectation and reality) in a text.								
9.3.9	Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.								
9.3.10	Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage designs in dramatic literature.								
	Dialogue: a conversation between two characters								
	Soliloquies: long speeches in which characters, on stage alone, reveal inner thoughts aloud								
	Asides: words spoken by a character directly to the audience								
	Character foils: characters who are used as a contrast to another character								
	Stage designs: how the setting is provided in a play								
	Literary Criticism								
9.3.11	Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme.								

9.3.12	Analyze the way in which a work of literature is related to the themes and issues of its historical period.	x	x	x						
9.3.13	Explain how voice, persona, and the choice of narrator affect the mood, tone, and meaning of text		x							
	Standard 4: WRITING: Writing Processes and Features									
	Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).									
	Organization and Focus									
9.4.1	Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.									x
9.4.2	Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.		x	x	x	x	x			x
9.4.3	Use precise language, action verbs, sensory details, and appropriate modifiers.									
9.4.13	Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.		x							
	Research Process and Technology									
9.4.4	Use writing to formulate clear research questions and to compile information from primary and secondary print or Internet sources.	x		x						
9.4.5	Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.	x		x						
9.4.6	Synthesize information from multiple sources, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources. **INSPIRE>Databases>Student Research Center**		x	x				x		
9.4.7	Integrate quotations and citations into a written text while maintaining the flow of ideas.		x							
9.4.8	Use appropriate conventions for documentation in text, notes, and bibliographies following the formats in specific style manuals.		x						x	
9.4.9	Use a computer to design and publish documents by using advanced publishing software and graphic programs.		x		x					
	Evaluation and Revision									
9.4.10	Review, evaluate, and revise writing for meaning, clarity, content, mechanics.		x	x						
9.4.11	Edit and proofread one's own writing, as well as that of others, using an editing checklist with specific examples of corrections for frequent errors.		x	x		x		x		
9.4.12	Revise writing to improve the logic and coherence of the organization and perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.		x	x		x		x		

	Standard 5: WRITING: Writing Applications (Different Types of Writing and Their Characteristics)									
	At Grade 9, students combine the rhetorical strategies of narration, exposition, persuasion, and description in texts (research reports of 1,000 to 1,500 words or more). Students begin to write documents related to career development. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.									
	In addition to producing the different writing forms introduced in earlier grades, Grade 9 students use the writing strategies outlined in Standard 4 — Writing Processes and Features to:									
9.5.1	Write biographical or autobiographical narratives or short stories that:									
	describe a sequence of events and communicate the significance of the events to the audience.									
	locate scenes and incidents in specific places.									
	describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue (what the character says silently to self) to show the character's feelings.									
	pace the presentation of actions to accommodate changes in time and mood.									
9.5.2	Write responses to literature that:				x		x	x		
	demonstrate a comprehensive grasp of the significant ideas of literary works.									
	support statements with evidence from the text.									
	demonstrate awareness of the author's style and an appreciation of the effects created.									
	identify and assess the impact of ambiguities, nuances, and complexities within the text.									
9.5.3	Write expository compositions, including analytical essays, summaries, descriptive pieces, or literary analyses that:	x	x	x					x	
	gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives.									
	communicate information and ideas from primary and secondary sources accurately and coherently.									
	make distinctions between the relative value and significance of specific data, facts, and ideas.									
	use a variety of reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of topic.									
	include visual aids by using technology to organize and record information on charts, data tables, maps, and graphs.									
	anticipate and address reader's potential misunderstandings, biases, and expectations.									
	use technical terms and notations accurately. **INSPIRE>Databases>Student Research Center**									
9.5.4	Write persuasive compositions that:	x	x	x					x	
	organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last.									
	use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote, case study, or analogy.									
	clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.									
	address readers' concerns, counterclaims, biases, and expectations.									

9.5.5	Write documents related to career development, including simple business letters and job applications that:				x						
	present information purposefully and in brief to meet the needs of the intended audience.										
	follow a conventional business letter or memorandum format. **INSPIRE>Databases>Career Collection**										
9.5.6	Write technical documents, such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting that:				x						
	report information and express ideas logically and correctly.										
	offer detailed and accurate specifications.										
	include scenarios, definitions, and examples to aid comprehension.										
	anticipate readers' problems, mistakes, and misunderstandings.										
9.5.7	Use varied and expanded vocabulary, appropriate for specific forms and topics.										
9.5.8	Write for different purposes and audiences, adjusting tone, style and voice as appropriate.										
	Research Application										
9.5.9	Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:	x	x	x	x	x	x	x	x	x	
	uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations.										
	synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its relevance to the research questions.										
	demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information.										
	demonstrates that sources have been evaluated for accuracy, bias, and credibility.										
	organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited). **INSPIRE>Links>Reference**										
	Standard 6: WRITING: Written English Language Conventions										
	Students write using Standard English conventions.										
	Grammar and Mechanics of Writing										
9.6.1	Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.										
9.6.2	Demonstrate an understanding of sentence construction including parallel structure, subordination, and the proper placement of modifiers and proper English usage including the consistent use of verb tenses.										
	Manuscript Form										
9.6.3	Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization. **INSPIRE>Links>Reference>Dictionaries and Encyclopedias**										
9.6.4	Apply appropriate manuscript conventions, including title page presentation, pagination, spacing and margins, and integration of source and support material, by citing sources within the text, using direct quotations, and paraphrasing.		x						x		

	Standard 7: LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications									
	Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.									
	Comprehension									
9.7.1	Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.	x								
	Organization and Delivery of Oral Communication									
9.7.2	Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes (stories about a specific event), or references to authoritative sources. **INSPIRE>Databases>Lit Finder**	x	x		x	x				x
9.7.3	Recognize and use elements of classical speech forms (including the introduction, transitions, body, and conclusion) in formulating rational arguments and applying the art of persuasion and debate.									
9.7.4	Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.		x		x					
9.7.5	Produce concise notes for extemporaneous speeches (speeches delivered without a planned script).		x							
9.7.6	Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (including voice, gestures, and eye contact) for presentations.	x				x				x
	Analysis and Evaluation of Oral and Media Communications									
9.7.7	Make judgments about the ideas under discussion and support those judgments with convincing evidence.	x							x	
9.7.8	Compare and contrast the ways in which media genres (including televised news, news magazines, documentaries, and online information) cover the same event. **INSPIRE>Databases>Student Research Center**	x								
9.7.9	Analyze historically significant speeches (such as Abraham Lincoln's "House Divided" speech or Winston Churchill's "We Will Never Surrender" speech) to find the rhetorical devices and features that make them memorable. **INSPIRE>Databases>Lit Finder**	x								
9.7.10	Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.									
9.7.11	Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice or words, and use of language.	x		x	x	x				
9.7.12	Analyze the types of arguments used by the speaker, including argument by causation, analogy (comparison), authority, emotion, and the use of sweeping generalizations.	x		x	x	x				
9.7.13	Identify the artistic effects of a media presentation and evaluate the techniques used to create them (comparing, for example, Shakespeare's *Romeo and Juliet* with Franco Zefferelli's film version).	x								

	Speaking Applications										
9.7.14	Deliver narrative presentations that:	x		x							
	narrate a sequence of events and communicate their significance to the audience.										
	locate scenes and incidents in specific places.										
	describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.										
	time the presentation of actions to accommodate time or mood changes.										
9.7.15	Deliver expository (informational) presentations that:	x	x	x							
	provide evidence in support of a thesis and related claims, including information on all relevant perspectives.										
	convey information and ideas from primary and secondary sources accurately and coherently.										
	make distinctions between the relative value and significance of specific data, facts, and ideas.										
	include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.										
	anticipate and address the listeners' potential misunderstandings, biases, and expectations.										
	use technical terms and notations accurately.										
9.7.16	Apply appropriate interviewing techniques that:	x		x	x						
	prepare and ask relevant questions.										
	make notes of responses.										
	use language that conveys maturity, sensitivity, and respect.										
	respond correctly and effectively to questions.										
	demonstrate knowledge of the subject or organization.										
	compile and report responses.										
	evaluate the effectiveness of the interview.										
9.7.17	Deliver oral responses to literature that:										
	advance a judgment demonstrating a comprehensive understanding of the significant ideas of works or passages.										
	support important ideas and viewpoints through accurate and detailed references to the text and to other works.										
	demonstrate awareness of the author's writing style and an appreciation of the effects created.										
	identify and assess the impact of ambiguities, nuances, and complexities within the text.										
9.7.18	Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) that:	x	x	x							x
	structure ideas and arguments in a coherent, logical fashion from the hypothesis to a reasonable conclusion, based on evidence.										
	use speech devices to support assertions (such as by appeal to logic through reasoning; by appeal to emotion or ethical belief; or by use of personal anecdote, case study, or analogy).										
	clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.										
	anticipate and address the listeners' concerns and counter arguments.										

9.7.19	Deliver descriptive presentations that:	x	x	x	x	x	x	x	x	x
	establish a clear point of view on the subject of the presentation.									
	establish the presenter's relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved).									
	use effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory detail.									

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	10th Grade									
	Standard 1: READING: Word Recognition, Fluency, and Vocabulary Development									
	Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.									
	Vocabulary and Concept Development									
10.1.1	Understand technical vocabulary in subject area reading.	x	x	x			x			
10.1.2	Distinguish between what words mean literally and what they imply, and interpret what words imply.									
10.1.3	Use the knowledge of mythology (Greek, Roman, and other mythologies) to understand the origin and meaning of new words (*Wednesday/Odin*, *Thursday/Thor*). **INSPIRE>Links>Reference>Specialty Dictionaries & Encyclopedias**		x	x			x			
10.1.4	Identify and use the literal and figurative meanings of words and understand origins of words.	x		x						
	Standard 2: READING: Comprehension and Analysis of Nonfiction and Informational Text									
	Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** *(www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 10, in addition to regular classroom reading, students read a wide variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, essays, speeches, magazines, newspapers, reference materials, technical documents, and online information.*									
	Structural Features of Informational and Technical Materials									
10.2.1	Analyze the structure and format of various informational documents and explain how authors use the features to achieve their purposes.		x							
	Analysis of Grade-Level-Appropriate Nonfiction and Informational Text									
10.2.2	Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.		x					x		
10.2.3	Demonstrate use of sophisticated technology by following technical directions.	x	x							
10.2.5	Make reasonable statements and draw conclusions about a text, supporting them with accurate examples. **INSPIRE>Databases>LitFinder**			x						
	Expository (Informational) Critique									

#										
10.2.4	Evaluate an author's argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.	x	x							
	Standard 3: READING: Comprehension and Analysis of Literary Text									
	Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the **Indiana Reading List** *(www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 10, students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.*									
	Structural Features of Literature									
10.3.1	Analyze the purposes and the characteristics of different forms of dramatic literature (including comedy, tragedy, and dramatic monologue).									
10.3.2	Compare and contrast the presentation of a similar theme or topic across genres (different types of writing) to explain how the selection of genre shapes the theme or topic.		x	x		x	x			
	Analysis of Grade-Level-Appropriate Literary Text									
10.3.3	Evaluate interactions between characters in a literary text and explain the way those interactions affect the text.		x							
10.3.4	Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).									
10.3.5	Compare works that express a universal theme and provide evidence to support the ideas expressed in each work. **INSPIRE>Databases>Lit Finder**	x	x	x		x	x			
10.3.6	Evaluate an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).									
10.3.7	Evaluate the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.									
10.3.8	Interpret and evaluate the impact of ambiguities, subtleties, contradictions, and ironies (the contrast between expectation and reality), and inconsistencies in a text.									
10.3.9	Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.		x	x			x			x
10.3.10	Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage designs in dramatic literature.									
	Dialogue: a conversation between two characters									
	Soliloquies: long speeches in which characters, on stage alone, reveal inner thoughts aloud									
	Asides: words spoken by a character directly to the audience									
	Character foils: characters who are used as a contrast to another character									
	Stage designs: how the setting is provided in a play									
10.3.13	Explain how voice, persona, and the choice of speaker (narrator) affect the mood, tone, and meaning of text.									
	Literary Criticism									
10.3.11	Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme.									
10.3.12	Analyze the way in which a work of literature is related to the themes and issues of its historical period.	x	x	x						

	Standard 4: WRITING: Writing Processes and Features									
	Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing,									
	Organization and Focus									
10.4.1	Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.									x
10.4.2	Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.		x	x	x	x	x			x
10.4.3	Use precise language, action verbs, sensory details, appropriate modifiers, and the active (*I will always remember my first trip to the city*) rather than the passive voice (*My first trip to the city will always be remembered*).									
10.4.13	Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.									
	Research Process and Technology									
10.4.4	Use clear research questions and suitable research methods, including text and electronic resources and use personal interviews, to compile and present evidence from primary and secondary print or Internet sources.	x		x						
10.4.5	Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.	x		x						
10.4.6	Synthesize information from multiple sources. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources. **INSPIRE>Databases>Student Research Center**		x	x				x		
10.4.7	Integrate quotations and citations into a written text while maintaining the flow of ideas.			x						
10.4.8	Use appropriate conventions for documentation in text, notes, and bibliographies following the formats in different style manuals.			x					x	
10.4.9	Use a computer to design and publish documents by using advanced publishing software and graphic programs.			x		x				
	Evaluation and Revision									
10.4.10	Review, evaluate, revise, edit and proofread writing, using an editing checklist.		x	x						
10.4.11	Apply criteria developed by self and others to evaluate the mechanics and content of writing.									
10.4.12	Provide constructive criticism to other writers with suggestions for improving organization, tone, style, clarity, and focus; edit and revise in response to peer reviews of own work.			x						x

	Standard 5: WRITING: Writing Applications (Different Types of Writing and Their Characteristics)										
	At Grade 10, students combine the rhetorical strategies of narration, exposition, persuasion, and description in texts (research reports of 1,000 to 1,500 words or more). Students compose business letters. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.										
	In addition to producing the different writing forms introduced in earlier grades, Grade 10 students use the writing strategies outlined in Standard 4 - Writing Processes and Features to:										
10.5.1	Write biographical or autobiographical narratives or short stories that:	x									
	describe a sequence of events and communicate the significance of the events to the audience.										
	locate scenes and incidents in specific places.										
	describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue (what the character says silently to self) to show the character's feelings.										
	pace the presentation of actions to accommodate changes in time and mood.										
10.5.2	Write responses to literature that:										
	demonstrate a comprehensive grasp of the significant ideas of literary works.										
	support statements with evidence from the text.										
	demonstrate awareness of the author's style and an appreciation of the effects created.										
	identify and assess the impact of ambiguities, nuances, and complexities within the text.										
	extend writing by changing mood, plot, characterization, or voice.										
10.5.3	Write expository compositions, including analytical essays, summaries, descriptive pieces, or literary analyses that:	x	x	x			x			
	gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives.										
	communicate information and ideas from primary and secondary sources accurately and coherently.										
	make distinctions between the relative value and significance of specific data, facts, and ideas.										
	use a variety of reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of topic.										
	include visual aids by using appropriate technology to organize and record information on charts, maps, and graphs.										
	anticipate and address readers' potential misunderstandings, biases, and expectations.										
	use technical terms and notations accurately. **INSPIRE>Links>Media and News, Business and Non-Profit, Reference**										

		1	2	3	4	5	6	7	8	9
10.5.4	Write persuasive compositions that:	x	x	x				x		
	organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last.									
	use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote, case study, or analogy.									
	clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.									
	address readers' concerns, counterclaims, biases, and expectations.									
10.5.5	Write business letters that:		x		x	x			x	x
	provide clear and purposeful information and address the intended audience appropriately.									
	use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the intended audience.									
	emphasize main ideas or images.									
	follow a conventional style with page formats, fonts (typeface), and spacing that contribute to the documents' readability and impact.									
10.5.6	Write technical documents, such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting that:				x					x
	report information and express ideas logically and correctly.									
	offer detailed and accurate specifications.									
	include scenarios, definitions, and examples to aid comprehension.									
	anticipate readers' problems, mistakes, and misunderstandings.									
10.5.7	Use varied and expanded vocabulary, appropriate for specific forms and topics.		x		x	x				x
10.5.8	Write for different purposes and audiences, adjusting tone, style, voice as appropriate.									
	Research Application									
10.5.9	Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:	x	x	x	x	x	x	x	x	x
	uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations.									
	synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its relevance to the research questions.									
	demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information.									
	demonstrates that sources have been evaluated for accuracy, bias, and credibility.									
	organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).									
	INSPIRE>Databases>Student Research Center									

Standard 6: WRITING: Written English Language Conventions

Students write using Standard English conventions.

Grammar and Mechanics of Writing

10.6.1	Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.									

		1	2	3	4	5	6	7	8
10.6.2	Demonstrate an understanding of sentence construction including parallel structure, subordination, and the proper placement of modifiers and proper English usage including the consistent use of verb tenses.								
	Manuscript Form								
10.6.3	Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization. **INSPIRE>Links>Reference>Dictionaries and Encyclopedias**								
10.6.4	Apply appropriate manuscript conventions, including title page presentation, pagination, spacing and margins, and integration of source and support material, by citing sources within the text, using direct quotations, and paraphrasing.		x					x	

Standard 7: LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications

Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. students use the same Standard English conventions for oral speech that they use in writing.

		1	2	3	4	5	6	7	8
	Comprehension								
10.7.1	Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.								
	Organization and Delivery of Oral Communication								
10.7.2	Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes (stories about a specific event), or references to authoritative sources.	x	x		x	x			x
10.7.3	Recognize and use elements of classical speech forms (including the introduction, first and second transitions, body, and conclusion) in formulating rational arguments and applying the art of persuasion and debate.								
10.7.4	Use props, visual aids, graphs and electronic media to enhance the appeal and accuracy of presentations.		x		x				
10.7.5	Produce concise notes for extemporaneous speeches (speeches delivered without a planned script).	x	x		x	x			x
10.7.6	Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (including voice, gestures, and eye contact) for presentations.	x			x	x			x
	Analysis and Evaluation of Oral and Media Communications								
10.7.7	Make judgments about the ideas under discussion and support those judgments with convincing evidence. **INSPIRE>Links>Reference**	x		x	x	x	x		x
10.7.8	Compare and contrast the ways in which media genres (including televised news, news magazines, documentaries, and online information) cover the same event.	x	x		x	x	x		x
10.7.9	Analyze historically significant speeches (such as Franklin Delano Roosevelt's "Day of Infamy" speech) to find the rhetorical devices and features that make them memorable.	x							
10.7.10	Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.								
10.7.11	Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice or words, and use of language.	x			x	x	x		x
10.7.12	Analyze the types of arguments used by the speaker, including argument by causation, analogy (comparison), authority, emotion, and logic.	x				x			x

10.7.13	Identify the artistic effects of a media presentation and evaluate the techniques used to create them (for example, compare Shakespeare's *Henry V* with Kenneth Branagh's 1990 film version.		x							
	Speaking Applications									
10.7.14	Deliver narrative presentations that:						x			
	narrate a sequence of events and communicate their significance to the audience.									
	locate scenes and incidents in specific places.									
	describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.									
	time the presentation of actions to accommodate time or mood changes.									
10.7.15	Deliver expository (informational) presentations that:	x	x	x						x
	provide evidence in support of a thesis and related claims, including information on all relevant perspectives.									
	convey information and ideas from primary and secondary sources accurately and coherently.									
	make distinctions between the relative value and significance of specific data, facts, and ideas.									
	include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.									
	anticipate and address the listeners' potential misunderstandings, biases, and expectations.									
	use technical terms and notations accurately.									
10.7.16	Apply appropriate interviewing techniques that:	x		x	x				x	
	prepare and ask relevant questions.									
	make notes of responses.									
	use language that conveys maturity, sensitivity, and respect.									
	respond correctly and effectively to questions.									
	demonstrate knowledge of the subject or organization.									
	compile and report responses.									
	evaluate the effectiveness of the interview.									
10.7.17	Deliver oral responses to literature that:									
	advance a judgment demonstrating a comprehensive understanding of the significant ideas of works or passages.									
	support important ideas and viewpoints through accurate and detailed references to the text and to other works.									
	demonstrate awareness of the author's writing style and an appreciation of the effects created.									
	identify and assess the impact of ambiguities, nuances, and complexities within the text.									
10.7.18	Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) that:	x	x	x					x	x
	structure ideas and arguments in a coherent, logical fashion using inductive or deductive arguments.									
	contain speech devices that support assertions (such as by appeal to logic through reasoning; by appeal to emotion or ethical belief; or by use of personal anecdote, case study, or analogy).									
	clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.									
	anticipate and address the listeners' concerns and counterarguments.									

10.7.19	Deliver descriptive presentations that:	x	x	x	x	x	x	x	x	x
	establish a clear point of view on the subject of the presentation.									
	establish the relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved).									
	use effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory detail.									

INDICATOR NUMBER	CORRELATION OF THE INFORMATION LITERACY STANDARDS AND INDIANA'S ACADEMIC STANDARDS FOR ENGLISH/LANGUAGE ARTS Release date 2007	ILS 1 ACCESSES INFORMATION	ILS 2 EVALUATES INFORMATION	ILS 3 USES INFORMATION	ILS 4 PURSUES INFORMATION	ILS 5 APPRECIATES INFORMATION	ILS 6 GENERATES KNOWLEDGE	ILS 7 RECOGNIZES IMPORTANCE OF INFO TO DEMOCRATIC SOCIETY	ILS 8 PRACTICES ETHICAL BEHAVIOR	ILS 9 SHARES AND COLLABORATES
	11th Grade									
	Standard 1: READING: Word Recognition, Fluency, and Vocabulary Development									
	Students apply their knowledge of word origins (words from other languages, history or literature, and other fields) to determine the meaning of new words encountered in reading and use those words accurately.									
	Vocabulary and Concept Development									
11.1.1	Understand unfamiliar words that refer to characters or themes in literature or history. **INSPIRE>Databases>Bartleby.com>Usage**			x	x					
11.1.2	Apply knowledge of roots and word parts from Greek and Latin to draw inferences about the meaning of vocabulary in literature or other subject areas.		x	x		x				
11.1.3	Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.			x			x			
	Standard 2: READING: Comprehension and Analysis of Nonfiction and Informational Text									
	Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** *(www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 11, in addition to regular classroom reading, students read a wide variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, essays, speeches, magazines, newspapers, reference materials, technical documents, and online information.*									
	Structural Features of Informational and Technical Materials									
11.2.1	Analyze both the features and the rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.		x		x		x			
	Analysis of Grade-Level-Appropriate Nonfiction and Informational Text									
11.2.2	Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.		x			x	x			
11.2.3	Verify and clarify facts presented in several types of expository texts by using a variety of consumer, workplace, and public documents. **INSPIRE>Databases>MAS Ultra (High School)**	x	x	x		x		x		
11.2.4	Make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.		x	x		x	x	x		
11.2.5	Analyze author's implicit and explicit assumptions and beliefs about a subject.		x	x			x			

	Expository (Informational) Critique									
11.2.6	Critique the power, validity, and truthfulness of arguments set forth in public documents, speeches, or essays; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.		x	x		x		x		
	Standard 3: READING: Comprehension and Analysis of Literary Text									
	Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the **Indiana Reading List** *(available online at www.doe.state.in.us/standards/readinglist.html), which illustrate the quality and complexity of the materials to be read by students. At Grade 11, students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.*									
	Structural Features of Literature									
11.3.1	Analyze characteristics of subgenres, types of writings such as satire, parody, allegory, and pastoral that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.									
	Satire: using humor to point out weaknesses of people and society		x			x		x		
	Parody: using humor to imitate or mock a person or situation		x			x		x		
	Allegory: using fictional figures and actions to express general truths about human experiences		x			x		x		
	Pastoral: showing life in the country in an idealistic - and not necessarily realistic - way **INSPIRE>Databases>LitFinder**		x			x				
	Analysis of Grade-Level-Appropriate Literary Text									
11.3.2	Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.	x	x	x		x	x			
11.3.3	Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (communication) or aesthetic (artistic) purposes or both.		x			x	x	x		
11.3.4	Analyze ways in which poetry or prose uses imagery, personification, figures of speech, and sounds to evoke readers' emotions.		x	x		x				
11.3.5	Analyze or evaluate works of literary or cultural significance in history (American, English, or world) that:		x	x		x		x		
	reflect a variety of genres in each of the respective historical periods.		x			x		x		
	were written by important authors in the respective major historical periods.		x			x		x		
	reveal contrasts in major themes, styles, and trends.		x			x	x			
	reflect or shed light on the seminal philosophical, religious, social, political, or ethical ideas of their time.									
11.3.6	Analyze the way in which authors have used archetypes (original models or patterns, such as *best friend*, *champion*, *crusader, free spirit, nurturer*, *outcast*, *tyrant*, and others) drawn from myth and tradition in literature, film, political speeches, and religious writings.		x	x		x	x	x		
	Literary Criticism									
11.3.7	Analyze the clarity and consistency of political assumptions (statements that take for granted something is true), beliefs, or intentions in a selection of literary works or essays on a topic.		x	x		x	x	x		
11.3.8	Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.		x	x		x	x	x		

	Standard 4: WRITING: Writing Processes and Features										
	Students write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates students' progression through the stages of the writing process (prewriting, writing, editing, and revising). **INSPIRE>Databases>Bartleby.com>Reference>Usage>William Strunk Jr.>Elements of Style**										
	Organization and Focus										
11.4.1	Discuss ideas for writing with classmates, teachers, and other writers.										x
11.4.2	Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.						x	x	x	x	x
11.4.3	Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.				x		x	x			
11.4.4	Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.			x	x		x	x			
11.4.5	Enhance meaning by using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a call for action.						x	x			
11.4.6	Use language in creative and vivid ways to establish a specific tone.				x	x	x	x			
	Research Process and Technology										
11.4.7	Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.	x	x	x							
11.4.8	Use systematic strategies to organize and record information, such as anecdotal scripting or annotated bibliographies.				x						
11.4.9	Use a computer to integrate databases, pictures and graphics, and spreadsheets into word-processed documents.				x						
11.4.13	Integrate quotations and citations into a written text while maintaining the flow of ideas.				x						
	Evaluation and Revision										
11.4.10	Review, evaluate and revise writing for meaning, clarity, achievement of purpose, and mechanics.			x			x				x
11.4.11	Edit and proofread one's own writing, as well as that of others, using an editing checklist.			x			x				x
11.4.12	Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.			x			x				x

Standard 5: WRITING: Writing Applications (Different Types of Writing and Their Characteristics)

At Grade 11, students continue to combine the rhetorical strategies of narration, exposition, persuasion, and description in texts (research reports of 1,200 to 1,500 words or more). Students are introduced to writing reflective compositions and historical investigation reports and become familiar with the forms of job applications and résumés. Students deliver multimedia presentations on varied topics. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, Grade 11 students use the writing strategies outlined in Standard 4 - Writing Processes and Features to:
INSPIRE>Databases>Bartleby.com>Reference

11.5.1	Write fictional, autobiographical, or biographical narratives that:					x			x
	narrate a sequence of events and communicate their significance to the audience.					x			x
	locate scenes and incidents in specific places.				x	x			x
	describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue (what the character says silently to self) to show the character's feelings.					x	x		x
	pace the presentation of actions to accommodate changes in time and mood.					x	x		x
11.5.2	Write responses to literature that:				x	x			
	demonstrate a comprehensive understanding of the significant ideas in works or passages.					x	x		x
	analyze the use of imagery, language, universal themes, and unique aspects of the text.					x	x		x
	support statements with evidence from the text.					x	x	x	x
	demonstrate an understanding of the author's style and an appreciation of the effects created.					x	x	x	
	identify and assess the impact of ambiguities, nuances, and complexities within the text. **INSPIRE>Databases>LitFinder**					x	x	x	
11.5.9	Write academic essays, such as an analytical essay, a persuasive essay, a research report, a summary, an explanation, a description, or a literary analysis that:					x	x		x
	of perceived ambiguities, nuances, and complexities within the text.					x	x		x
	develops a thesis.					x	x		x
	creates an organizing structure appropriate to purpose, audience, and context.					x	x		x
	includes accurate information from primary and secondary sources and excludes extraneous information.					x	x		x
	makes valid inferences.					x	x		x
	supports judgments with relevant and substantial evidence and well-chosen details.					x	x		x
	uses technical terms and notations correctly.					x	x		x
	provides a coherent conclusion.						x		
11.5.3	Write reflective compositions that:						x		
	explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narrations, description, exposition, and persuasion.					x	x		x
	draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.					x	x	x	x
	maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.					x	x	x	x
11.5.4	Write historical investigation reports that:	x	x	x					
	use exposition, narration, description, argumentations, or some combination of rhetorical strategies to support the main argument.					x	x	x	x
	analyze several historical records of a single event, examining critical relationships between elements of the topic.					x	x	x	
	explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.					x	x	x	
	include information from all relevant perspectives and take into consideration the validity and reliability of sources.					x	x	x	
	include a formal bibliography.					x			

11.5.5	Write job applications and résumés that:				x					
	provide clear and purposeful information and address the intended audience appropriately.			x						
	use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.			x		x				
	modify the tone to fit the purpose and audience.			x		x				
	follow the conventional style for that type of document (a resume or cover letter of application) and use page formats, fonts (typeface), and spacing that contribute to the readability and impact of the document.									
11.5.6	Use varied and extended vocabulary, appropriate for specific forms and topics.		x	x	x	x	x			
11.5.7	Use precise technical or scientific language when appropriate for topic and audience.		x	x	x	x	x			
11.5.8	Deliver multimedia presentations that:	x	x	x		x			x	
	combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images.									
	select an appropriate medium for each element of the presentation.			x						
	use the selected media skillfully, editing appropriately, and monitoring for quality.			x						
	test the audience's response and revise the presentation accordingly.			x						
	Research Application									
11.5.10	Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:	x	x	x			x			x
	uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations.									
	synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its relevance to the research questions.									
	demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information.									
	demonstrates that sources have been evaluated for accuracy, bias, and credibility.									
	incorporates numeric data, charts, tables, and graphs.									
	organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).									
	Standard 6: WRITING: Written English Language Conventions									
	Students write using Standard English conventions. **INSPIRE>Databases>Bartleby.com>Reference>Usage>American Heritage Book of English Usage**									
11.6.1	Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.			x						x
11.6.2	Produce writing that shows accurate spelling and correct punctuation and capitalization.			x						x
11.6.3	Apply appropriate manuscript conventions in writing including title page presentation, pagination, spacing and margins, and integration of source and support material, by citing sources within the text, using direct quotations, and paraphrasing.			x					x	
11.6.4	Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.			x						

	Standard 7: LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications								
	Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.								
	Comprehension								
11.7.1	Summarize a speaker's purpose and point of view and ask questions to draw interpretations of the speaker's content and attitude toward the subject.	x	x						
	Organization and Delivery of Oral Communication								
11.7.2	Use rhetorical questions (questions asked for effect without an expected answer), parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and artistic effect.		x		x				
11.7.3	Distinguish and use various forms of logical arguments including:								
	inductive arguments (arguments that demonstrate something that is highly likely, such as *All of these pears are from that basket and all of these pears are ripe, so all of the pears in the basket are ripe.*) and deductive arguments (arguments that draw necessary conclusions based on the evidence, such as *If all men are mortal and he is a man, then he is mortal.*).		x		x				
	syllogisms and analogies (assumptions that if two things are similar in some ways then they are probably similar in others).		x		x				
11.7.4	Use logical, ethical and emotional appeals that enhance a specific tone and purpose.	x	x		x	x			x
11.7.5	Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.		x		x				
11.7.6	Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.		x		x				
11.7.7	Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.	x							
11.7.8	Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective productions.	x			x				
	Analysis and Evaluation of Oral and Media Communications								
11.7.9	Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertisements; perpetuation of stereotypes; and the use of visual representations, special effects, and language).	x			x				
11.7.10	Analyze the impact of the media on the democratic process (including exerting influence on elections, creating images of leaders, and shaping attitudes) at the local, state, and national levels.	x			x				
11.7.11	Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (such as graphic artists, documentary filmmakers, illustrators, and news photographers).	x			x				
11.7.12	Critique a speaker's use of words and language in relation to the purpose of an oral communication and the impact the words may have on the audience.	x							

Code	Description								
11.7.13	Identify rhetorical and logical fallacies used in oral addresses including *ad hominem* (appealing to the audience's feelings or prejudices), false causality (falsely identifying the causes of some effect), red herring (distracting attention from the real issue), overgeneralization, and the bandwagon effect (attracting the audience based on the show rather than the substance of the presentation).			x		x	x		
11.7.14	Analyze the four basic types of persuasive speech (propositions of fact, value, problem, and policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof. **INSPIRE>Databases>LitFinder>Speeches**			x		x			
11.7.15	Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (for example, Orson Welles' radio broadcast *War of the Worlds* by H.G. Wells).			x		x	x		
	Speaking Applications								
11.7.16	Deliver reflective presentations that:								
	explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion.								
	draw comparisons between the specific incident and broader themes to illustrate beliefs or generalizations about life.			x	x	x			
	maintain a balance between describing the incident and relating it to more general, abstract ideas.			x	x	x			
11.7.17	Deliver oral reports on historical investigations that:	x	x	x					x
	use exposition, narration, description, persuasion, or some combination of those to support the thesis (the position on the topic).								
	analyze several historical records of a single event, examining each perspective on the event.			x	x	x			
	describe similarities and differences between research sources, using information derived from primary and secondary sources to support the presentation.			x	x	x			
	include information on all relevant perspectives and consider the validity (accuracy and truthfulness) and reliability (consistency) of sources.			x	x	x			
11.7.18	Deliver oral responses to literature that:								
	demonstrate a comprehensive understanding of the significant ideas of literary works and make assertions about the text that are reasonable and supportable.		x	x					
	present an analysis of the imagery, language, universal themes, and unique aspects of the text through the use of speech strategies, including narration, description, persuasion, exposition, or a combination of those strategies.			x	x				
	support important ideas and viewpoints through specific references to the text and to other works.			x	x				
	demonstrate an awareness of the author's style and an appreciation of the effects created.			x	x				
	identify and assess the impact of ambiguities, nuances, and complexities within the text.			x	x				
11.7.19	Deliver multimedia presentations that:	x	x	x					x
	combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.			x					
	select an appropriate medium for each element of the presentation.			x					
	use the selected media skillfully, editing appropriately, and monitoring for quality.			x					
	test the audience's response and revise the presentation accordingly.			x					
11.7.20	Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (for example, stage a presentation of Hamlet's soliloquy "To Be or Not to Be".			x					

INDICATOR NUMBER	CORRELATION OF THE INFORMATION LITERACY STANDARDS AND INDIANA'S ACADEMIC STANDARDS FOR ENGLISH/LANGUAGE ARTS Release date 2007	ILS 1 ACCESSES INFORMATION	ILS 2 EVALUATES INFORMATION	ILS 3 USES INFORMATION	ILS 4 PURSUES INFORMATION	ILS 5 APPRECIATES INFORMATION	ILS 6 GENERATES KNOWLEDGE	ILS 7 RECOGNIZES IMPORTANCE OF INFO TO DEMOCRATIC SOCIETY	ILS 8 PRACTICES ETHICAL BEHAVIOR	ILS 9 SHARES AND COLLABORATES
	12th Grade									
	Standard 1: READING: Word Recognition, Fluency, and Vocabulary Development									
	Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.									
	Vocabulary and Concept Development INSPIRE>Databases>Bartleby.com>Reference>American Heritage>American Heritage-Dictionary of the English Language									
12.1.1	Understand unfamiliar words that refer to characters or themes in literature or history.	x	x			x		x		
12.1.2	Apply knowledge of roots and word parts from Greek and Latin to draw inferences about the meaning of vocabulary in literature or other subject areas.			x		x				
12.1.3	Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.			x		x				
	Standard 2: READING: Comprehension and Analysis of Nonfiction and Informational Text									
	Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** *(www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 12, in addition to regular classroom reading, students read a wide variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, essays, speeches, magazines, newspapers, reference materials, technical documents, and online information.*									
	Structural Features of Informational and Technical Materials									
12.2.1	Analyze both the features and the rhetorical (communication) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.		x	x		x	x	x		
	Comprehension and Analysis of Grade-Level-Appropriate Text									
12.2.2	Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text. **INSPIRE>Databases>LitFinder**		x			x				
12.2.3	Verify and clarify facts presented in several types of expository texts by using a variety of public or historical documents, such as government, consumer, or workplace documents, and others. **INSPIRE>Databases>MAS Ultra (High School)**	x	x	x		x		x		

		1	2	3	4	5	6	7	8		
12.2.4	Make reasonable assertions about an author's arguments by using hypothetical situations or elements of the text to defend and clarify interpretations.		x	x		x		x			
12.2.5	Analyze an author's implicit and explicit assumptions and beliefs about a subject.		x	x							
	Expository (Informational) Critique										
12.2.6	Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.		x	x		x		x			
	Standard 3: READING: Comprehension and Analysis of Literary Text										
	Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the **Indiana Reading List** *(www.doe.state.in.us/standards/readinglist.html), which illustrate the quality and complexity of the materials to be read by students. At Grade 12, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.* **INSPIRE>Databases>LitFinder**										
	Structural Features of Literature										
12.3.1	Evaluate characteristics of subgenres, types of writing such as satire, parody, allegory, and pastoral that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.	x	x	x		x					
	Satire: using humor to point out weaknesses of people and society	x	x	x		x					
	Parody: using humor to imitate or mock a person or situation	x	x	x		x					
	Allegory: using fictional figures and actions to express truths about human experiences	x	x	x		x					
	Pastoral: showing life in the country in an idealistic - and not necessarily realistic - way										
	Analysis of Grade-Level-Appropriate Literary Text										
12.3.2	Evaluate the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.	x	x	x		x	x				
12.3.3	Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (communication) or aesthetic (artistic) purposes or both.		x	x		x					
12.3.4	Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.		x	x		x					
12.3.5	Analyze and evaluate works of literary or cultural significance in American, English, or world history that:		x	x		x	x	x			
	reflect a variety of genres in the major periods in literature.										
	were written by important authors in each historical period.										
	reveal contrasts in major themes, styles, and trends in these historical periods.										
	reflect or shed light on the seminal philosophical, religious, social, political, or ethical ideas of their time. **INSPIRE>Databases>LitFinder>Explanations**										
12.3.6	Evaluate the way in which authors have used archetypes (original models or patterns, such as *best friend*, *champion*, *crusader*, *free spirit*, *nurturer*, *outcast*, *tyrant*, and others) drawn from myth and tradition in literature, film, political speeches, and religious writings. **INSPIRE>Databases>LitFinder>Glossary**		x	x		x					
12.3.7	Analyze recognized works of world literature from a variety of authors that:		x	x		x					
	contrast the major literary forms, techniques, and characteristics from different major literary periods, such as Homeric Greece, Medieval, Romantic, Neoclassic, or the Modern Period.										
	relate literary works and authors to the major themes and issues of their literary period.										
	evaluate the influences (philosophical, political, religious, ethical, and social) of the historical period for a given novel that shaped the characters, plot, and setting.										

12.3.10	Demonstrate knowledge of important writers (American, English, world) of the eighteenth and nineteenth centuries, such as Jane Austen, Emily Bronte, Albert Camus, Miguel Cervantes, James Fenimore Cooper, Joseph Conrad, Stephen Crane, Charles Dickens, Fyodor Dostoyevsky, George Eliot, Thomas Hardy, Nathaniel Hawthorne, Victor Hugo, Herman Melville, Edgar Allan Poe, Mary Shelley, Mark Twain, Leo Tolstoy, and others. **INSPIRE>Databases>Biography Resource Center**			x		x	x			
	Literary Criticism									
12.3.8	Evaluate the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.		x	x		x	x	x		
12.3.9	Evaluate the philosophical arguments presented in literary works and the use of dialogue to reveal character to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.		x	x		x	x	x		
	Standard 4: WRITING: Writing Processes and Features									
	Students write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates students' progression through the stages of the writing process (prewriting, writing, editing, and revising).									
	Organization and Focus									
12.4.1	Engage in conversations with peers and the teacher to plan writing, to evaluate how well writing achieves its purposes, and to explain personal reaction to the task.									x
12.4.2	Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.					x	x	x	x	x
12.4.3	Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.		x	x		x				x
12.4.4	Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.		x	x						
12.4.5	Enhance meaning by using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a call for action.		x	x		x				
12.4.6	Use language in creative and vivid ways to establish a specific tone.									
	Research Process and Technology									
12.4.7	Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.	x	x	x		x				x
12.4.8	Use systematic strategies to organize and record information, such as anecdotal scripting or annotated bibliographies.			x						
12.4.9	Use technology for all aspects of creating, revising, editing, and publishing.	x	x	x						
12.4.13	Integrate quotations and citations into a written text while maintaining the flow of ideas. **INSPIRE>Databases>MAS Ultra (High School); INSPIRE>Databases>LitFinder**	x	x	x						
	Evaluation and Revision									
12.4.10	Accumulate, review, and evaluate written work to determine its strength and weaknesses and to set goals as a writer.				x	x				
12.4.11	Revise, edit, and proofread one's own writing, as well as that of others, using an editing checklist.			x			x			x
12.4.12	Further develop unique writing style and voice, improve sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.			x		x				x

	Standard 5: WRITING: Writing Applications (Different Types of Writing and Their Characteristics)									
	At Grade 12, students continue to combine the rhetorical strategies of narration, exposition, persuasion, and description; to produce reflective compositions, historical investigation reports, and job applications and resumes; and to deliver multimedia presentations. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.									
	In addition to producing the different writing forms introduced in earlier grades, Grade 12 students use the writing strategies outlined in Standard 4 - Writing Processes and Features to:		x		x					x
12.5.1	Write fictional, autobiographical, or biographical narratives that:									
	narrate a sequence of events and communicate their significance to the audience.									
	locate scenes and incidents in specific places.									
	describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue (what the character says silently to self) to show the character's feelings.									
	pace the presentation of actions to accommodate changes in time and mood.									
12.5.2	Write responses to literature that:									
	demonstrate a comprehensive understanding of the significant ideas in works or passages.									
	analyze the use of imagery, language, universal themes, and unique aspects of the text.		x		x					x
	support statements with evidence from the text.									
	demonstrate an understanding of the author's style and an appreciation of the effects created.									
	identify and assess the impact of ambiguities, nuances, and complexities within the text. **INSPIRE>Databases>LitFinder; INSPIRE>Databases>Bartleby.com**									
12.5.3	Write reflective compositions that:	x	x	x	x	x	x	x	x	x
	explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narrations, description, exposition, and persuasion.		x		x					
	draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.		x		x					
	maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.		x		x					
12.5.4	Write historical investigation reports that:	x	x	x						
	use exposition, narration, description, argumentations, or some combination of rhetorical strategies to support the main argument.		x		x					
	analyze several historical records of a single event, examining critical relationships between elements of the topic.		x		x		x			x
	explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.		x		x		x			
	include information from all relevant perspectives and take into consideration the validity and reliability of sources.		x		x		x			x
	include a formal bibliography.									

		C1	C2	C3	C4	C5	C6	C7	C8
12.5.5	Write job applications and résumés that:				x				
	provide clear and purposeful information and address the intended audience appropriately.				x				
	use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.			x		x			
	modify the tone to fit the purpose and audience.			x		x			
	follow the conventional style for that type of document (a resume or cover letter of application) and use page formats, fonts (typeface), and spacing that contribute to the readability and impact of the document. **INSPIRE>Databases>Career Collection**				x				
12.5.6	Use varied and extended vocabulary, appropriate for specific forms and topics.				x				
12.5.7	Use precise technical or scientific language when appropriate for topic and audience.				x				
12.5.8	Deliver multimedia presentations that:	x	x	x		x			x
	combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images.			x	x				
	select an appropriate medium for each element of the presentation.			x	x				
	use the selected media skillfully, editing appropriately and monitoring for quality.			x	x				
	test the audience's response and revise the presentation accordingly.			x	x				
12.5.9	Write academic essays, such as an analytical essay, a persuasive essay, a research report, a summary, an explanation, a description, or a literary analysis that:	x	x	x		x			
	develops a thesis.								
	creates an organizing structure appropriate to purpose, audience, and context.								
	includes accurate information from primary and secondary sources and excludes extraneous information.								
	makes valid inferences.								
	supports judgments with relevant and substantial evidence and well-chosen details.								
	uses technical terms and notations correctly.								
	provides a coherent conclusion.								
Research Application									
12.5.10	Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:	x	x	x		x		x	
	uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations.								
	synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its relevance to the research questions.								
	demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information.								
	demonstrates that sources have been evaluated for accuracy, bias, and credibility.								
	incorporates numeric data, charts, tables, and graphs.								
	organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).								

Standard 6: WRITING: Written English Language Conventions									
	Students write using Standard English conventions.								
12.6.1	Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.		x		x				
12.6.2	Produce writing that shows accurate spelling and correct punctuation and capitalization.		x						
12.6.3	Apply appropriate manuscript conventions in writing including title page presentation, pagination, spacing and margins, and integration of source and support material, by citing sources within the text, using direct quotations, and paraphrasing.		x					x	
12.6.4	Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens. **INSPIRE>Databases>Bartleby.com>Reference>English Usage**		x					x	
	Standard 7: LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications								
	Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. Students deliver polished formal and extemporaneous presentations that combine traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing. **INSPIRE>Databases>LitFinder>Speeches; INSPIRE>Databases>LitFinder>Essays; INSPIRE>Databases>MAS Ultra (High School)**								
	Comprehension								
12.7.1	Summarize a speaker's purpose and point of view, discuss, and ask questions to draw interpretations of the speaker's content and attitude toward the subject.	x	x		x				x
	Organization and Delivery of Oral Communication								
12.7.2	Use rhetorical questions (questions asked for effect without an expected answer), parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and artistic effect.		x		x				
12.7.3	Distinguish between and use various forms of logical arguments, including:	x							
	inductive arguments (*All of these pears are from that basket and all of these pears are ripe, so all of the pears in the basket are ripe.*) and deductive arguments (*If all men are mortal and he is a man, then he is mortal.*).		x		x				
	syllogisms and analogies (assumptions that if two things are similar in some ways then they are probably similar in others.)		x		x				
12.7.4	Use logical (*ad hominem*: arguing from a personal perspective; *ad populum*: appealing to the people), ethical, and emotional appeals that enhance a specific tone and purpose.		x		x				
12.7.5	Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.		x						
12.7.6	Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.		x						
12.7.7	Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.	x	x		x				
12.7.8	Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective productions.	x			x				

		1	2	3	4	5	6	7	8
	Analysis and Evaluation of Oral and Media Communications								
12.7.9	Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertisements; perpetuation of stereotypes; and the use of visual representations, special effects, and language).	x			x				x
12.7.10	Analyze the impact of the media on the democratic process (including exerting influence on elections, creating images of leaders, and shaping attitudes) at the local, state, and national levels.	x			x				x
12.7.11	Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (such as graphic artists, documentary filmmakers, illustrators, and news photographers).	x			x				x
12.7.12	Critique a speaker's use of words and language in relation to the purpose of an oral communication and the impact the words may have on the audience.	x			x				
12.7.13	Identify rhetorical and logical fallacies used in oral addresses including *ad hominem* (appealing to the audience's feelings or prejudices), false causality (falsely identifying the causes of some effect), red herring (distracting attention from the real issue), overgeneralization, and the bandwagon effect (attracting the audience based on the show rather than the substance of the presentation).	x							
12.7.14	Analyze the four basic types of persuasive speech (propositions of fact, value, problem, and policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.	x			x				
12.7.15	Analyze the techniques used in media messages for a particular audience to evaluate effectiveness, and infer the speaker's character (using, for example, the Duke of Windsor's abdication speech).	x			x				
	Speaking Applications								
12.7.16	Deliver reflective presentations that:								
	explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion.		x	x	x				
	draw comparisons between the specific incident and broader themes to illustrate beliefs or generalizations about life.		x	x	x				
	maintain a balance between describing the incident and relating it to more general, abstract ideas.		x						
12.7.17	Deliver oral reports on historical investigations that:	x	x	x					x
	use exposition, narration, description, persuasion, or some combination of those to support the thesis (the position on the topic).								
	analyze several historical records of a single event, examining each perspective on the event.		x		x		x		
	describe similarities and differences between research sources, using information derived from primary and secondary sources to support the presentation.		x		x				
	include information on all relevant perspectives and consider the validity (accuracy and truthfulness) and reliability (consistency) of sources.		x		x				

12.7.18	Deliver oral responses to literature that:									
	demonstrate a comprehensive understanding of the significant ideas of literary works and make assertions about the text that are reasonable and supportable.			x		x				
	present an analysis of the imagery, language, universal themes, and unique aspects of the text through the use of speech strategies, including narration, description, persuasion, exposition, or a combination of those strategies.			x		x				
	support important ideas and viewpoints through specific references to the text and to other works.			x		x				
	demonstrate an awareness of the author's style and an appreciation of the effects created.			x		x				
	identify and assess the impact of ambiguities, nuances, and complexities within the text.			x		x				
12.7.19	Deliver multimedia presentations that:	x	x	x						x
	combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.			x	x	x				
	select an appropriate medium for each element of the presentation.			x	x	x				
	use the selected media skillfully, editing appropriately, and monitoring for quality.			x	x	x				
	test the audience's response and revise the presentation accordingly.			x	x	x				
12.7.20	Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (for example, stage a presentation of Hamlet's soliloquy "To Be or Not to Be" or Portia's soliloquy "The Quality of Mercy Is Not Strained" from *The Merchant of Venice*).			x	x	x				